The London School of Economics and Political Science

Course Guides and Programme Regulations 2017/2018

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The London School of Economics and Political Science

2017/2018: Course Guides and Programme Regulations

UNDERGRADUATE

Programme Regulations 5

Course Guides 47

DIPLOMA

Programme Regulations 215

TAUGHT MASTER'S

Programme Regulations 219

Executive Taught Master's Programme Regulations 291

Partnership Programme Regulations 299

Course Guides 309

Executive Taught Master's Course Guides 691

RESEARCH

MRes/PhD Programme Regulations 741

MPhil/PhD Programme Regulations 751

Course Guides 781

LANGUAGE CENTRE COURSES

Modern Foreign Language Certificate Courses 819

English for Academic Purposes Insessional Support Programme 858

TEACHING AND LEARNING CENTRE COURSES

Undergraduate Learning Development Programme 863

Postgraduate Certificate in Higher Education Part 1 (Associate Level) 863

Postgraduate Certificate in Higher Education Part 2 (Full Level) 864

Postgraduate Certificate in Higher Education Career Track 864

Undergraduate Programme Regulations

Key to Undergraduate Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 17/18) means not available in the 2017/18 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

BSc in Accounting and Finance

Programme Code: UBAF
Department: Accounting
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	AC100	Elements of Accounting and Finance
2	EC100	Economics A ***or***
	EC102	Economics B §
3	MA107	Quantitative Methods (Mathematics) (H) ***and***
	ST107	Quantitative Methods (Statistics) (H) ***or***
	ST102	Elementary Statistical Theory ***or***
	ST108	Statistical Methods for the Social Sciences *
4	One of:	
	MA100	Mathematical Methods (must be selected if ST102 taken under Paper 3) ***or***
	MA110	Basic Quantitative Methods (must be selected if ST108 taken under Paper 3) *
	Or an approved paper taught outside the Department	
Year 2		
5	AC211	Managerial Accounting
6	FM212	Principles of Finance
7	***Either*** EC201 Microeconomic Principles I ***or*** EC202 Microeconomic Principles II ***or*** EC210 Macroeconomic Principles	
8	One of: ***Either*** EC220 Introduction to Econometrics ***or*** EC221 Principles of Econometrics ***Either*** MG203 Organisational Theory and Behaviour (not available 2017/18), LL209 Commercial Law ***or*** MA231Operational Research Methods A student may take approved papers to the value of one unit not listed above (normally papers available only to second or third year students), but permission will need to be sought from the Departmental Tutor.	
Year 3		
9	AC330	Financial Accounting, Analysis and Valuation
10	***Either*** AC310 Management Accounting, Financial Management and Organizational Control ***or*** AC340 Auditing, Governance and Risk Management	
11	***Either*** FM300 Corporate Finance, Investments and Financial Markets ***or*** FM320 Quantitative Finance	
12	One from the selection list below: (if not already taken under Papers 10 & 11):	
	AC310	Management Accounting, Financial Management and Organizational Control
	AC340	Auditing, Governance and Risk Management
	FM300	Corporate Finance, Investments and Financial Markets
	FM320	Quantitative Finance
	(if not already taken under Papers 7 or 8):	
	EC201	Microeconomic Principles I
	EC210	Macroeconomic Principles
	EC220	Introduction to Econometrics ***or*** EC221 Principles of Econometrics
	(if not already taken under Paper 8):	
	EH207	The Making of an Economic Superpower: China since 1850
	MG203	Organisational Theory and Behaviour (not available 2017/18)
	LL209	Commercial Law
	MA231	Operational Research Methods
	Or a course or courses to the value of one unit from the following (if not already taken under Paper 8):	
	EC315	International Economics
	EH240	Business and Economic Performance since 1945: Britain in International Context
	LN320	Spanish Language and Society 5 (Mastery) (not available 2017/18)
	LN330	French Language and Society 5 (Mastery)
	MA207	Further Quantitative Methods (H)
	MA212	Further Mathematical Methods
	MA300	Game Theory
	MA301	Game Theory 1 (H)
	MA303	Chaos in Dynamic Systems (H)
	MG206	Firms, Management and Competitive Advantage (H)
	MG302	Topics in Management Research (H)
	SO203	Political Sociology
	ST201	Statistical Models and Data Analysis (H)
	ST307	Aspects of Market Research (H)
	ST308	Bayesian Inference (H)
	In exceptional circumstances a student may take a course not listed above (normally papers available only to second or third year students), but permission will need to be sought from the Departmental Tutor.	

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
* ST108 and MA110 must be taken by those students who have not studied Mathematics beyond GCSE level or equivalent.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification

This programme is externally accredited by the ICAEW, ICAS, CIMA and ACCA. Further information is available from the Department of Accounting (accounting@lse.ac.uk) or the BSc Finance and Accounting programme brochure lse.ac.uk/accounting/pdf/Final-BSc-Accounting-Finance-brochure-2014.pdf (pdf).

BSc in Actuarial Science

Programme Code: UBACT2
Department: Statistics
For first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	ST102	Elementary Statistical Theory
2	MA100	Mathematical Methods
3	***Either*** AC104 Elements of Accounting, Financial Institutions and Financial Management * ***Or*** MA103 Introduction to Abstract Mathematics	
4	EC100	Economics A ***or***
	EC102	Economics B §
Year 2		
5	ST202	Probability, Distribution Theory and Inference
6	MA212	Further Mathematical Methods
7	ST226	Actuarial Investigations: Financial (H) **and**
	ST227	Survival Models (H)
8	Courses to the value of one unit from:	

	AC104	Elements of Accounting, Financial Institutions and Financial Management
	FM212	Principles of Finance *
	MA103	Introduction to Abstract Mathematics
	MA203	Real Analysis
		Or courses to the value of one unit - to be discussed with the academic advisor
Year 3		
9	ST302	Stochastic Processes (H) ***and***
	ST304	Time Series and Forecasting (H)
10	ST301	Actuarial Mathematics: Life (H) ***and***
	ST306	Actuarial Mathematics: General (H)
11	ST330	Stochastic and Actuarial Methods in Finance
12		Courses to the value of one unit from:
	MA203	Real Analysis
	MA208	Optimisation theory
	MA209	Differential equations
	MA313	Probability of Finance
	MA318	History of Mathematics in Finance and Economics
	ST300	Regression and Generalised Linear Models (H) **
	ST303	Stochastic Simulation (H)
	ST308	Bayesian Inference (H) **
	ST312	Applied Statistics Project (H)

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
* FM212 could lead to an exemption of CT2 for students who have chosen AC104
** Either ST300 or ST308 needs to be chosen for exemption of CT6.
Students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

This programme is externally accredited by the Institute and Faculty of Actuaries. Further information is available on the Department of Statistics website lse.ac.uk/statistics/study/prospective/UG-Programmes/exemptions.aspx.

BA in Anthropology and Law

Programme Code: UBANLL2
Department: Anthropology
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	AN100	Introduction to Social Anthropology
2	AN101	Ethnography and Theory: Selected Texts
3	LL106	Public Law
4	LL105	Property I (H) ***and*** LL109 Introduction to the Legal System (H)
Year 2		
5	AN226	Political and Legal Anthropology
6	LL108	Criminal Law
7	LL104	Law of Obligations
8		Courses to the value of one unit to be selected from the Anthropology Selection List A and List B
Year 3		
9	LL232	Law and Institutions of the European Union
10	LL275	Property II
11		Courses to the value of one unit not already taken to be selected from Law Selection List
12		Courses to the value of one unit not already taken to be selected from Anthropology Selection List A, List B or List C.

Notes No more than one unit taken under Papers 8 and 12 may be selected from Anthropology Selection List A.
LSE100 is taken by all students in the Lent Term of Year One and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Anthropology Selection List A

AN205 The Anthropology of Melanesia
AN216 Cognition and Anthropology: Human Development in Cultural Environments (H)
AN221 The Anthropology of Christianity (H) (not available 2017/18)
AN223 The Anthropology of South East Asia (H) (not available 2017/18)
AN237 The Anthropology of Development (H)
AN238 Anthropology and Human Rights (H) (not available 2017/18)
AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (H) (not available 2017/18)
AN243 Children and Youth in Contemporary Ethnography (H) (not available 2017/18)
AN244 Anthropology and Media (H) (not available 2017/18)
AN245 Borders and Boundaries: Ethnographic Approaches (H)
AN247 The Anthropology of Ontology (H) (not available 2017/18)
AN250 The Anthropology of South Asia (H) (not available 2017/18)
AN251 Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (H)
AN252 Anthropological Approaches to Value (H)
AN269 The Anthropology of Amazonia (H)
AN274 Subjectivity and Anthropology (H) (not available 2017/18)
AN275 The Anthropology of Revolution (H)
AN276 Anthropology and the Anthropocene (H)
AN298 Research Methods in Social Anthropology (H)
An approved paper taught outside the Department

Anthropology Selection List B

AN200 The Anthropology of Kinship, Sex and Gender
AN256 Economic Anthropology (1): Production and Exchange (H)
AN357 Economic Anthropology (2): Transformation and Globalisation (H)

Anthropology Selection List C

AN300 Advanced Theory of Social Anthropology
AN301 The Anthropology of Religion

Law Selection List

LL201 Administrative Law
LL202 Commercial Contracts
LL203 Law of Business Associations
LL204 Advanced Torts
LL205 Medical Law
LL207 Civil Liberties and Human Rights
LL210 Information Technology and the Law
LL212 Conflict of Laws
LL221 Family Law
LL233 Law of Evidence
LL241 European Legal History
LL242 International Protection of Human Rights
LL250 Law and the Environment
LL251 Intellectual Property Law
LL253 The Law of Corporate Insolvency
LL257 Labour Law
LL259 Legal and Social Changes Since 1750
LL272 Outlines of Modern Criminology (H)

LL278 Public International Law
LL284 Topics in Sentencing and Criminal Justice (H)
LL293 Taxation
LL295 Media Law
LL300 Competition Law
LL301 Global Commodities Law
LL305 Jurisprudence

This programme is externally accredited by the Law Society. Further information is available from the Department of Anthropology either by emailing anthropology.enquiries@lse.ac.uk or accessing the Anthropology Department website lse.ac.uk/anthropology/degree_programmes/degree_programmes_home.aspx.

BSc in Business Mathematics and Statistics

Programme Code: UBBMS2
Department: Statistics
For first year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**

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

Year 1

1 ST102 Elementary Statistical Theory
2 MA100 Mathematical Methods
3 ***Either*** EC100 Economics A* ***or*** EC102 Economics B §
4 ***Either*** AC100 Elements of Accounting and Finance ***or*** MA103 Introduction to Abstract Mathematics

Year 2

5 MA212 Further Mathematical Methods
6 & 7 **Either**
ST202 Probability, Distribution Theory and Inference **and** ST211 Applied Regression (H) ***and*** one half unit from the list below:
MA203 Real Analysis (H)
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA210 Discrete Mathematics (H)
MA211 Algebra and Number Theory (H)
ST205 Sample Surveys and Experiments (H)
ST226 Actuarial Investigations - Financial (H)
ST227 Survival Models (H)
Or
ST206 Probability and Distribution Theory (H) ***and*** ST211 Applied Regression (H) ***and*** courses to the value of one full unit from the list below:
MA103 Introduction to Abstract Mathematics
MA203 Real Analysis (H)
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA210 Discrete Mathematics (H)
MA211 Algebra and Number Theory (H)
ST205 Sample Surveys and Experiments (H)
ST226 Actuarial Investigations - Financial (H)
ST227 Survival Models (H)

8 Courses to the value of one unit from:
AC100 Elements of Accounting and Finance
AC104 Elements of Accounting, Financial Institutions and Financial Management (if AC100 has not been taken)
AC211 Managerial Accounting
EC201 Microeconomic Principles I
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
FM212 Principles of Finance
MA231 Operational Research Methods
MG203 Organisational Theory and Behaviour (not available 2017/18)
MG206 Firms, Management and Competitive Advantage (H)
MG207 Managerial Economics
MG302 Topics in Management Research (H)
SA224 Introduction to Global Population Change (not available 2017/18)
Students may also take certain unlisted courses, including a Language course at least at intermediate level, with the approval of the Course Tutor.

Year 3

9 Courses to the value of one unit from the following:
ST300 Regression and Generalised Linear Models (H)
ST301 Actuarial Mathematics: (Life) (H)
ST302 Stochastic Processes (H)
ST304 Time Series and Forecasting (H)
ST306 Actuarial Mathematics: General (H)
ST308 Bayesian Inference (H)
ST312 Applied Statistics Project (H)
ST330 Stochastic and Actuarial Methods in Finance (can only be taken in conjunction with ST302)

10 Courses to the value of one unit from the list below or from Paper 9 (above):
MA203 Real Analysis (H)
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA210 Discrete Mathematics (H)
MA211 Algebra and Number Theory (H)
MA300 Game Theory (not if MA301 also taken)
MA301 Game Theory I (H) (not if MA300 also taken)
MA303 Chaos in Dynamical Systems (H)
MA305 Optimisation in Function Spaces (H) (not available 2017/18)
MA310 Mathematics of Finance and Valuation (H)
MA313 Probability for Finance (H)
MA314 Algorithms and Programming
MA315 Algebra and its Applications (H)
MA317 Complex Analysis (H)
MA318 History of Mathematics in Finance and Economics (H)
MA319 Partial Differential Equations (H)
MA331 Practical Optimisation Modelling (H) (third year only) (not available 2017/18)
MG308 Simulation Modelling and Analysis (H)
ST307 Aspects of Market Research (H) (not if ST205 or ST327 is taken)
ST327 Market Research: An Integrated Approach (not if ST307 is taken)

11 Courses to the value of one unit from papers 9 and 10 or from the list below:
AC211 Managerial Accounting
AC310 Management Accounting, Financial Management and Organizational Control
AC330 Financial Accounting, Analysis and Valuation
AC340 Auditing, Governance and Risk Management
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
EC321 Monetary Economics
FM212 Principles of Finance
FM300 Corporate Finance, Investments and Financial Mathematics
FM320 Quantitative Finance
LL209 Commercial Law
LL210 Information Technology and the Law
MA231 Operational Research Methods
MG203 Organisational Theory and Behaviour (not available 2017/18)
MG206 Firms, Management and Competitive Advantage (H)
MG207 Managerial Economics
MG212 Marketing (H)
MG302 Topics in Management Research (H)
MG307 International Context of Management (H) (cannot be taken with MG303)

MG315 Marketing Action Learning Project (H) (third year only)
Students may also take certain unlisted courses, including a Language course at least at intermediate level, with the approval of the Course Tutor.

12 Any courses to the value of one unit from the options listed under Papers 9 and 10 or from the list below:
AC211 Managerial Accounting
AC310 Management Accounting, Financial Management and Organisational Control
AC330 Financial Accounting, Analysis and Valuation
AC340 Auditing, Governance and Risk Management
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
EC221 Principles of Econometrics
EC313 Industrial Economics
EC321 Monetary Economics
FM212 Principles of Finance
FM300 Corporate Finance, Investments and Financial Markets
FM320 Quantitative Finance
ST202 Probability, Distribution Theory and Inference (if not already taken under Paper 7)
ST226 Actuarial Investigations: Financial (H)
ST227 Survival Models (H)

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc in Business Mathematics and Statistics

Programme Code: UBBMS2
Department: Statistics
For second year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
1 ST102 Elementary Statistical Theory
2 MA100 Mathematical Methods
3 ***Either*** EC100 Economics A* ***or*** EC102 Economics B §
4 ***Either*** AC100 Elements of Accounting and Finance ***or*** MA103 Introduction to Abstract Mathematics

Year 2
5 MA212 Further Mathematical Methods
6 & 7 **Either**
ST202 Probability, Distribution Theory and Inference **and** ST211 Applied Regression (H) ***and*** one half unit from the list below:
MA203 Real Analysis (H)
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA210 Discrete Mathematics (H)
MA211 Algebra and Number Theory (H)
ST205 Sample Surveys and Experiments (H)
ST226 Actuarial Investigations - Financial (H)
ST227 Survival Models (H)
Or
ST206 Probability and Distribution Theory (H) ***and*** ST211 Applied Regression (H) ***and*** courses to the value of one full unit from the list below:
MA103 Introduction to Abstract Mathematics
MA203 Real Analysis (H)
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA210 Discrete Mathematics (H)
MA211 Algebra and Number Theory (H)
ST205 Sample Surveys and Experiments (H)
ST226 Actuarial Investigations - Financial (H)
ST227 Survival Models (H)
Or
ST205 Sample Surveys and Experiments (H) **and** ST211 Applied Regression (H) **and** courses to the value of one full unit from the list below:
MA103 Introduction to Abstract Mathematics
MA203 Real Analysis (H)
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA210 Discrete Mathematics (H)
MA211 Algebra and Number Theory (H)
ST206 Probability and Distribution Theory (H)
ST226 Actuarial Investigations - Financial (H)
ST227 Survival Models (H)

8 Courses to the value of one unit from:
AC100 Elements of Accounting and Finance
AC104 Elements of Accounting, Financial Institutions and Financial Management (if AC100 has not been taken)
AC211 Managerial Accounting
EC201 Microeconomic Principles I
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
FM212 Principles of Finance
MA231 Operational Research Methods
MG203 Organisational Theory and Behaviour (not available 2017/18)
MG206 Firms, Management and Competitive Advantage (H)
MG207 Managerial Economics
MG302 Topics in Management Research (H)
SA224 Introduction to Global Population Change (not available 2017/18)
Students may also take certain unlisted courses, including a Language course at least at intermediate level, with the approval of the Course Tutor.

Year 3
9 Courses to the value of one unit from the following:
ST300 Regression and Generalised Linear Models (H)
ST301 Actuarial Mathematics: (Life) (H)
ST302 Stochastic Processes (H)
ST304 Time Series and Forecasting (H)
ST306 Actuarial Mathematics: General (H)
ST307 Aspects of Market Research (H) (not if ST205 or ST327 is taken)
ST308 Bayesian Inference (H)
ST312 Applied Statistics Project (H)
ST327 Market Research: An Integrated Approach (not if ST307 is taken)
ST330 Stochastic and Actuarial Methods in Finance (can only be taken in conjunction with ST302)

10 Courses to the value of one unit from the list below or from Paper 9 (above):
MA203 Real Analysis (H)
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA210 Discrete Mathematics (H)
MA211 Algebra and Number Theory (H)
MA300 Game Theory (not if MA301 also taken)
MA301 Game Theory I (H) (not if MA300 also taken)
MA303 Chaos in Dynamical Systems (H)
MA305 Optimisation in Function Spaces (H) (not available 2017/18)
MA310 Mathematics of Finance and Valuation (H)
MA313 Probability for Finance (H)
MA314 Algorithms and Programming (H)
MA315 Algebra and its Applications (H)
MA317 Complex Analysis (H)
MA318 History of Mathematics in Finance and

		Economics (H)
	MA319	Partial Differential Equations (H)
	MA331	Practical Optimisation Modelling (H) (third year only) (not available 2017/18)
	MG308	Simulation Modelling and Analysis (H)
11	Courses to the value of one unit from Papers 9 and 10 or from the list below:	
	AC211	Managerial Accounting
	AC310	Management Accounting, Financial Management and Organizational Control
	AC330	Financial Accounting, Analysis and Valuation
	AC340	Auditing, Governance and Risk Management
	EC202	Microeconomic Principles II
	EC210	Macroeconomic Principles
	EC321	Monetary Economics
	FM212	Principles of Finance
	FM300	Corporate Finance, Investments and Financial Mathematics
	FM320	Quantitative Finance
	LL209	Commercial Law
	LL210	Information Technology and the Law
	MA231	Operational Research Methods
	MG203	Organisational Theory and Behaviour (not available 2017/18)
	MG206	Firms, Management and Competitive Advantage (H)
	MG207	Managerial Economics
	MG212	Marketing (H)
	MG302	Topics in Management Research (H)
	MG307	International Context of Management (H) (cannot be taken with MG303)
	MG315	Marketing Action Learning Project (H) (third year only)
	Students may also take certain unlisted courses, including a Language course at least at intermediate level, with the approval of the Course Tutor.	
12	Any courses to the value of one unit from the options listed under Papers 9 and 10 or from the list below:	
	AC211	Managerial Accounting
	AC310	Management Accounting, Financial Management and Organisational Control
	AC330	Financial Accounting, Analysis and Valuation
	AC340	Auditing, Governance and Risk Management
	EC202	Microeconomic Principles II
	EC210	Macroeconomic Principles
	EC221	Principles of Econometrics
	EC313	Industrial Economics
	EC321	Monetary Economics
	FM212	Principles of Finance
	FM300	Corporate Finance, Investments and Financial Markets
	FM320	Quantitative Finance
	ST202	Probability, Distribution Theory and Inference (if not already taken under Paper 7)
	ST226	Actuarial Investigations: Financial (H)
	ST227	Survival Models (H)

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc in Business Mathematics and Statistics

Programme Code: UBBMS2
Department: Statistics
For third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	ST102	Elementary Statistical Theory
2	MA100	Mathematical Methods
3	***Either*** EC100 Economics A* ***or*** EC102 Economics B §	
4	***Either*** AC100 Elements of Accounting and Finance ***or*** MA103 Introduction to Abstract Mathematics	
Year 2		
5	MA212	Further Mathematical Methods
6	ST205 Sample Surveys and Experiments (H) ***and*** ST211 Applied Regression (H)	
7	Courses to the value of one unit from:	
	MA103	Introduction to Abstract Mathematics
	MA203	Real Analysis (H)
	MA208	Optimisation Theory (H)
	MA209	Differential Equations (H)
	MA210	Discrete Mathematics (H)
	MA211	Algebra and Number Theory (H)
	MA231	Operational Research Methods
	ST202	Probability, Distribution Theory and Inference
	ST226	Actuarial Investigations - Financial (H)
	ST227	Survival Models (H)
8	Courses to the value of one unit from:	
	AC100	Elements of Accounting and Finance
	AC211	Managerial Accounting
	EC202	Microeconomic Principles II (only if EC102 has previously been taken)
	EC210	Macroeconomic Principles (only if EC102 has previously been taken)
	FM212	Principles of Finance
	GV101	Introduction to the Study of Politics
	GY100	Introduction to Geography
	MG203	Organisational Theory and Behaviour (not available 2017/18)
	MG206	Firms, Management and Competitive Advantage (H)
	MG207	Managerial Economics
	MG302	Topics in Management Research (H)
	PH201	Philosophy of Science
	PS102	Social Psychology
	SA224	Introduction to Global Population Change (not available 2017/18)
	SO100	Social Theory
	Students may also take a Language course unit at least at intermediate level, or a course taught outside the Department of Mathematics, Statistics and Operations Research with the approval of the Course Tutor.	
Year 3		
9	Courses to the value of one unit from the following:	
	ST300	Regression and Generalised Linear Models (H)
	ST301	Actuarial Mathematics: (Life) (H)
	ST302	Stochastic Processes (H)
	ST304	Time Series and Forecasting (H)
	ST306	Actuarial Mathematics: General (H)
	ST307	Aspects of Market Research (H) (not if ST205 or ST327 is taken)
	ST308	Bayesian Inference (H)
	ST312	Applied Statistics Project (H)
	ST327	Market Research: An Integrated Approach (not if ST307 is taken)
	ST330	Stochastic and Actuarial Methods in Finance (can only be taken in conjunction with ST302)
10	Courses to the value of one unit from the list below or from Paper 9 (above):	
	MA203	Real Analysis (H)
	MA208	Optimisation Theory (H)
	MA209	Differential Equations (H)
	MA210	Discrete Mathematics (H)
	MA211	Algebra and Number Theory (H)
	MA300	Game Theory (not if MA301 also taken)
	MA301	Game Theory I (H) (not if MA300 also taken)

MA303 Chaos in Dynamical Systems (H)
MA305 Optimisation in Function Spaces (H) (not available 2017/18)
MA310 Mathematics of Finance and Valuation (H)
MA313 Probability for Finance (H)
MA314 Algorithms and Programming (H)
MA315 Algebra and its Applications (H)
MA317 Complex Analysis (H)
MA318 History of Mathematics in Finance and Economics (H)
MA319 Partial Differential Equations (H)
MA331 Practical Optimisation Modelling (H) (third year only) (not available 2017/18)
MG308 Simulation Modelling and Analysis (H)

11 Courses to the value of one unit from Papers 9 and 10 or from the list below:
AC211 Managerial Accounting
AC310 Management Accounting, Financial Management and Organizational Control
AC330 Financial Accounting, Analysis and Valuation
AC340 Auditing, Governance and Risk Management
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
EC321 Monetary Economics
FM212 Principles of Finance
FM300 Corporate Finance, Investments and Financial Mathematics
FM320 Quantitative Finance
LL209 Commercial Law
LL210 Information Technology and the Law
MA231 Operational Research Methods
MG203 Organisational Theory and Behaviour (not available 2017/18)
MG206 Firms, Management and Competitive Advantage (H)
MG207 Managerial Economics
MG212 Marketing (H)
MG302 Topics in Management Research (H)
MG307 International Context of Management (H) (cannot be taken with MG303)
MG315 Marketing Action Learning Project (H) (third year only)
Students may also take certain unlisted courses, including a Language course at least at intermediate level, with the approval of the Course Tutor.

12 Any courses to the value of one unit from the options listed under Papers 9 and 10 or from the list below:
AC211 Managerial Accounting
AC310 Management Accounting, Financial Management and Organisational Control
AC330 Financial Accounting, Analysis and Valuation
AC340 Auditing, Governance and Risk Management
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
EC221 Principles of Econometrics
EC313 Industrial Economics
EC321 Monetary Economics
FM212 Principles of Finance
FM300 Corporate Finance, Investments and Financial Markets
FM320 Quantitative Finance
ST202 Probability, Distribution Theory and Inference (if not already taken under Paper 7)
ST226 Actuarial Investigations: Financial (H)
ST227 Survival Models (H)
Students may also take certain unlisted courses, including a Language course at least at intermediate level, with the approval of the Course Tutor.

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc in Econometrics and Mathematical Economics

Programme Code: UBEM
Department: Economics
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
1 EC100 Economics A ***Or***
EC102 Economics B §
2 MA100 Mathematical Methods
3 ST102 Elementary Statistical Theory
4 An approved paper taught outside the Department of Economics

Year 2
5 EC202 Microeconomic Principles II
6 EC221 Principles of Econometrics
7 ***Either*** EC210 Macroeconomic Principles
Or MA212 Further Mathematical Methods
Or Courses to the value of one unit from: MA203 Real Analysis (H) ***and*** an appropriate Mathematics second half module, with the permission of the Department Tutor
8 ***Either*** ST202 Probability, Distribution Theory and Inference
or an approved paper taught outside the Department

Year 3
9 ***Either*** EC309 Econometric Theory ***or*** EC319 Games and Economic Behaviour ***or*** EC333 Problems of Applied Econometrics
10 One from the Selection list below
11 ***Either*** a further paper from Paper 9 above
Or an approved paper from the Selection list below
12 EC331 Project in Quantitative Economics
In exceptional circumstances a student may substitute an outside paper for Paper 11. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission For m. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Econometrics and Mathematical Economics Selection list
AC211 Managerial Accounting
AC310 Management Accounting, Financial Management and Organisational Control
AC340 Auditing, Governance and Risk Management
(Students may take only one of AC211, AC310 and AC340 in Year 3)
FM212 Principles of Finance
FM300 Corporate Finance, Investments and Financial Markets (if FM212 taken in second year)
FM320 Quantitative Finance (if FM212 taken in second year)
(Students may take only one of FM212, FM300 and FM320 in Year 3)
EC210 Macroeconomic Principles (if not taken under Paper 7 above)
EC301 Advanced Economic Analysis
EC302 Political Economy
EC303 Economic Policy Analysis (not available 2017/18)
EC307 Development Economics
EC310 Behavioural Economics
EC311 History of Economics: How Theories Change

EC313 Industrial Economics
EC315 International Economics
EC317 Labour Economics
EC321 Monetary Economics
EC325 Public Economics
MA231 Operational Research Methods
MA300 Game Theory
MA331 Practical Optimisation Modelling (H) (third year only) (not available 2017/18)
PH311 Philosophy of Economics
ST202 Probability, Distribution Theory and Inference (if not taken under Paper 8 above)

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc in Economic History

Programme Code: UBEH
Department: Economic History
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
1 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
2 ***Either*** EC100 Economics A ***or*** EC102 Economics B §
3 EH102 Pre-industrial Economic History
4 An approved paper from outside the Department
The unassessed course EH103 Making Economic History Count is strongly recommended for all first year students.

Year 2
5 EH237 Theories and Evidence in Economic History
6 & 7 Two from:
EH204 Money and Finance: From the Middle Ages to Modernity
EH207 The Making of an Economic Superpower: China since 1850
EH211 Africa and the World Economy, 1500-2000 (not available 2017/18)
EH225 Latin America and the International Economy
EH238 The Industrial Revolution
EH240 Business and Economic Performance since 1945: Britain in International Context
8 Another course from Papers 6 and 7, or a level 200 or 300 course from outside the Economic History Department

Year 3
9 & 10 Two from:
EC311 History of Economics: How Theories Change
EH304 The Economic History of North America: from Colonial Times to the Cold War
EH306 Monetary and Financial History since 1750
EH307 The Economic History of South Asia, 1600-2000 (not available 2017/18)
EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries
EH309 Slavery from Ancient Greece to the Gulag (not available 2017/18)
EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (not available 2017/18)
EH326 Innovation and its Finance in the 19th and 20th Centuries
EH327 China's Traditional Economy and its Growth in the Very Long-Term (not available 2017/18)
11 A further paper taught by the Department of Economic History from those listed under Papers 7 or 9 & 10
12 EH390 Dissertation in Economic or Social History

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc in Economic History with Economics

Programme Code: UBEHWEC
Department: Economic History
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
1 EC100 Economics A ***or***
EC102 Economics B §
2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3 MA100 Mathematical Methods
4 An approved paper taught outside the Departments of Economics and Economic History
The unassessed course EH103 Making Economic History Count is strongly recommended for all first year students.

Year 2
5 ***Either*** EC201 Microeconomic Principles I ***or***
EC202 Microeconomic Principles II ***or***
EC210 Macroeconomic Principles
6 EH237 Theories and Evidence in Economic History
7 One from:
EH204 Money and Finance: From the Middle Ages to Modernity
EH207 The Making of an Economic Superpower: China since 1850
EH211 Africa and the World Economy, 1500-2000 (not available 2017/18)
EH225 Latin America and the International Economy
EH238 The Industrial Revolution
EH240 Business and Economic Performance since 1945: Britain in International Context
8 An approved paper taught outside the Departments of Economic History and Economics (normally papers available to second and third year students) ***or*** a further paper from Paper7 above

Year 3
9 One from:
Either EC201 Microeconomic Principles I ***or***
EC202 Microeconomic Principles II ***or***
EC210 Macroeconomic Principles
10 One from:
EC311 History of Economics: How Theories Change
EH304 The Economic History of North America: From Colonial Times to the Cold War
EH306 Monetary and Financial History since 1750
EH307 The Economic History of South Asia, 1600-2000 (not available 2017/18)
EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries
EH309 Slavery from Ancient Greece to the Gulag (not available 2017/18)
EH325 Issues in Modern Japanese Economic

		Development: Late Industrialisation, Imperialism and High Speed Growth (not available 2017/18)
	EH326	Innovation and its Finance in the 19th and 20th Centuries
	EH327	China's Traditional Economy and its Growth in the Very Long-Term (not available 2017/18)
11	***Either*** a further paper from Paper 7 above ***or*** a further paper from Paper 10 above	
12	EH390	Dissertation in Economic or Social History

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc in Economics

Programme Code: UBEC
Department: Economics
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	EC100	Economics A ***or***
	EC102	Economics B §
2	MA100	Mathematical Methods
3	ST102	Elementary Statistical Theory
4	An approved paper taught outside the Department	
Year 2		
5	EC201	Microeconomic Principles I ***or*** EC202 Microeconomic Principles II
6	EC210	Macroeconomic Principles
7	***Either*** EC220 Introduction to Econometrics ***or*** EC221Principles of Econometrics	
8	An approved paper taught outside the Department	
Year 3		
9, 10, 11	Three from the Economics Selection List	
12	***Either*** an additional paper from the Economics Selection List ***or*** a paper from the list below:	
	AC211	Managerial Accounting
	AC310	Management Accounting, Financial Management and Organizational Control
	AC340	Auditing, Governance and Risk Management
	EH207	The Making of an Economic Superpower: China since 1850
	EH225	Latin America and the International Economy
	EH240	Business and Economic Performance since 1945: Britain in International Context
	EH304	The Economic History of North America: From Colonial Times to the Cold War
	GV227	Politics and Economic Policy
	GY201	Urban and Spatial Economic Analysis I
	GY300	Theories of Regional Development and Change
	IR206	International Political Economy
	LL209	Commercial Law
	MA212	Further Mathematical Methods
	MA231	Operational Research Methods
	MA300	Game Theory
	MA331	Practical Optimisation Modelling (H) (third year only) (not available 2017/18)

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
In exceptional circumstances a student may substitute an outside paper for Paper 12. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission For m. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor .

Economics Selection List

EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Policy Analysis (not available 2017/18)
EC307	Development Economics
EC310	Behavioural Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Games and Economic Behaviour
EC321	Monetary Economics
EC325	Public Economics
EC333	Problems of Applied Econometrics
FM212	Principles of Finance
FM300	Corporate Finance, Investments and Financial Markets (if FM212 taken in Year 2) *
FM320	Quantitative Finance (if FM212 taken in Year 2) *
PH311	Philosophy of Economics

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
* Only one of FM300 and FM320 may be chosen for Papers 9-11; students wishing to choose both must select the second as Paper 12.

BSc in Economics and Economic History

Programme Code: UBECEH
Department: Economic History
For all first, second and third year students in 2017/18.

Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	EC100	Economics A ***or***
	EC102	Economics B §
2	EH101	The Internationalisation of Economic Growth, 1870 to the Present Day
3	MA100	Mathematical Methods
4	ST102	Elementary Statistical Theory
	The unassessed course EH103 Making Economic History Count is strongly recommended for all first year students.	
Year 2		
5	One from: **Either** EC201 Microeconomic Principles I **or** EC202 Microeconomic Principles II ***or*** EC210 Macroeconomic Principles	
6	***Either*** EC220 Introduction to Econometrics ***or*** EC221 Principles of Econometrics	
7	EH237 Theories and Evidence in Economic History	
8	One from:	
	EH204	Money and Finance: From the Middle Ages to Modernity
	EH207	The Making of an Economic Superpower: China since 1850
	EH211	Africa and the World Economy, 1500-2000 (not available 2017/18)
	EH225	Latin America and the International Economy
	EH238	The Industrial Revolution

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

Year 3

9 One from:
Either EC201 Microeconomic Principles I (if EC220 taken) ***or*** EC202 Microeconomic Principles II (if EC221 taken)
or EC210 Macroeconomic Principles

10 A paper from Selection List A or an approved paper taught outside the Departments of Economic History and Economics (normally papers available to second or third year students)

11 One from:

EC311	History of Economics: How Theories Change
EH304	The Economic History of North America: From Colonial Times to the Cold War
EH306	Monetary and Financial History since 1750
EH307	The Economic History of South Asia, 1600-2000 (not available 2017/18)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries
EH309	Slavery from Ancient Greece to the Gulag (not available 2017/18)
EH325	Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (not available 2017/18)
EH326	Innovation and its Finance in the 19th and 20th Centuries
EH327	China's Traditional Economy and its Growth in the Very Long-Term (not available 2017/18)

12 EH390 Dissertation in Economic or Social History

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Economics Selection List A

EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Policy Analysis (not available 2017/18)
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC321	Monetary Economics
EC325	Public Economics
EC333	Problems of Applied Econometrics

BSc in Economics with Economic History

Programme Code: UBECWEH
Department: Economics
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	EC100	***Either*** Economics A ***or***
	EC102	Economics B §
2	EH101	The Internationalisation of Economic Growth, 1870 to the Present Day
3	MA100	Mathematical Methods
4	ST102	Elementary Statistical Theory
Year 2		
5	***Either*** EC201 Microeconomic Principles I ***or*** EC202 Microeconomic Principles II	
6	EC210	Macroeconomic Principles
7	EH237	Theories and Evidence in Economic History
8	One from:	
	EH204	Money and Finance: From the Middle Ages to Modernity
	EH207	The Making of an Economic Superpower: China since 1850
	EH225	Latin America and the International Economy
	EH238	The Industrial Revolution
	EH240	Business and Economic Performance since 1945: Britain in International Context
Year 3		
9 & 10	Two from:	
	Either EC220 Introduction to Econometrics ***or*** EC221 Principles of Econometrics	
	EC301	Advanced Economic Analysis
	EC302	Political Economy
	EC303	Economic Policy Analysis (not available 2017/18)
	EC307	Development Economics
	EC310	Behavioural Economics
	EC311	History of Economics: How Theories Change
	EC313	Industrial Economics
	EC315	International Economics
	EC321	Monetary Economics
	EC325	Public Economics
11	One from:	
	EH304	The Economic History of North America: From Colonial Times to the Cold War
	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries
	EH325	Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (not available 2017/18)
	EH326	Innovation and its Finance in the 19th and 20th Centuries
12	***Either*** An approved paper taught outside the Departments of Economics and Economic History **Or** EH390 Dissertation in Economic or Social History	

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc in Environmental Policy with Economics

Programme Code: UBENPOWEC
Department: Geography & Environment
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	GY120	Environmental Change: Past, Present and Future
2	GY121	Sustainable Development
3	EC100	Economics A ***or***
	EC102	Economics B §
4	MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)	
Year 2		
5	GY220	Environment: Science and Society
6	GY222	Applied Environmental Economics
7	One from:	

	EH225	Latin America and the International Economy
	GV227	The Politics of Economic Policy
	GV262	Contemporary Political Theory
	GV263	Public Policy Analysis
	GV264	Politics and Institutions in Europe
	GY200	Economy, Society and Space
	GY201	Urban and Spatial Economic Analysis I
	GY202	Introduction to Global Development
	GY205	Political Geographies, Policy and Space
	GY240	Research Techniques (compulsory prerequisite for GY350 Independent Research Project)
	IR200	International Political Theory
	LL250	Law and the Environment
	LL278	Public International Law
	PH203	Philosophy of the Social Sciences
8	EC201	Microeconomic Principles I
Year 3		
9	GY324	Environmental Governance
10	GY325	Environment and Development
11 & 12	Two from:	
	EC210	Macroeconomic Principles I
	EC315	International Economics
	EC325	Public Economics
	GY300	Theories of Regional Development and Change
	GY301	The Political Geography of Development and the South
	GY302	Urban Development: Politics, Policy and Planning
	GY303	The Geography of Gender: Global Perspectives
	GY305	Urban and Spatial Economic Analysis II
	GY306	Geographies of Race
	GY350	Independent Research Project (GY240 compulsory prerequisite)
	IR203	International Organisations
	IR305	Strategic Aspects of International Relations
Notes	§ Course allocation dependant on Economics A-level or equivalent background. See course guides for further information. LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification. Level 1 courses and modern language courses are not permitted as part of this degree programme in Years 2 and 3. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses	

BSc in Environment and Development

Programme Code: UBENDV
Department: Geography & Environment
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	GY120	Environmental Change: Past, Present and Future
2	GY121	Sustainable Development
3	GY100	Introduction to Geography
4	One from:	
	Either EC100 Economics A ***or*** EC102 Economics B §	
	AN100	Introduction to Social Anthropology
	EH101	The Internationalisation of Economic Growth, 1870 to the Present Day
	GV100	Introduction to Political Theory
	GY103	Contemporary Europe
	GY140	Introduction to Geographical Research
	IR100	Theories and Concepts of International Relations
Year 2		
5	GY202	Introduction to Global Development
6	GY220	Environment: Science and Society
7	GY222	Applied Environmental Economics
8	One from:	
	EC230	Economics in Public Policy
	GY200	Economy, Society and Space
	GY201	Urban and Spatial Economic Analysis I
	GY205	Political Geographies, Policy and Space
	GY240	Research Techniques (Spatial, Social and Environmental) (compulsory prerequisite for GY350 Independent Research Project)
	LL250	Law and the Environment
	SA221	Poverty, Social Exclusion and Social Change
	SA224	Introduction to Global Population Change (not available 2017/18)
Year 3		
9	GY324	Environmental Governance
10	GY325	Environment and Development
11& 12	Two from:	
	GY300	Theories of Regional Development and Change
	GY301	The Political Geography of Development and the South
	GY302	Urban Development: Politics, Policy and Planning
	GY303	The Geography of Gender: Global Perspectives
	GY305	Urban and Spatial Economic Analysis II
	GY306	Geographies of Race
	GY350	Independent Research Project (GY240 compulsory prerequisite)
Notes	§ Course allocation dependant on Economics A-level or equivalent background. See course guides for further information. LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification. Level 1 courses and modern language courses are not permitted as part of this degree programme in Years 2 and 3. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses	

BSc in Finance

Programme Code: UBFI
Department: Finance
For all students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	FM100	Introduction to Finance (H) ***and***
	AC102	Elements of Financial Accounting (H)
2	EC100	Economics A ***or***
	EC102	Economics B §
3	ST102	Elementary Statistical Theory
4	MA100	Mathematical Methods
Year 2		
5	FM212	Principles of Finance
6	EC201	Microeconomic Principles I **or**
	EC202	Microeconomic Principles II *
7	EC220	Introduction to Econometrics **or**
	EC221	Principles of Econometrics *
8	FM200	Financial Systems and Crises (H) ***and***
	FM201	Macro-Finance (H)
Year 3		
9	FM301	Market Anomalies and Asset Management (H) (not available 2017/18) ***and***

	FM302	Theories of Corporate Finance (H) (not available 2017/18)
10	FM321	Risk Management and Modelling (H) (not available 2017/18) ***and***
	FM322	Derivatives (H) (not available 2017/18)
11	FM304	Applied Corporate Finance (H) (not available 2017/18) ***and***
	FM305	Advanced Asset Markets (H) (not available 2017/18)
12	An approved paper taught outside the Department of Finance	

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
* With permission from the BSc in Finance Programme Co-Director.
§ Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.

BSc in Financial Mathematics and Statistics

Programme Code: UBFIMAST
Department: Mathematics, Statistics
For all first year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	EC100	Economics A ***or***
	EC102	Economics B §
2	MA100	Mathematical Methods
3	ST102	Elementary Statistical Theory
4	MA103	Introduction to Abstract Mathematics
Year 2		
5	FM212	Principles of Finance
6	MA212	Further Mathematical Methods
7	ST202	Probability, Distribution Theory and Inference
8	MA203	Real Analysis (H) ***and***
	ST213	Introduction to Pricing, Hedging and Optimization (H) (not available 2017/18)
Year 3		
9	FM320	Quantitative Finance
10	MA323	Computational Methods in Financial Mathematics (H) (not available 2017/18) **and**
	ST326	Financial Statistics (H) (not available 2017/18)
11	Two from:	
	MA321	Measure Theoretic Probability (H) (not available 2017/18)
	MA322	Mathematics of Finance and Valuation (H) (if ST302 is not taken) (not available 2017/18)
	ST300	Regression and Generalised Linear Models (H)
	ST302	Stochastic Processes (H) (if MA322 is not taken)
12	Course(s) to the value of one unit subject to approval; no further FM courses are permitted.	

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BA in Geography

Programme Code: UBGY2
Department: Geography & Environment
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	GY100	Introduction to Geography
2	GY140	Introduction to Geographical Research
3	***Either*** GY103 Contemporary Europe ***or*** GY120 Environmental Change: Past, Present and Future ***or*** GY121 Sustainable Development	
4	An approved paper taught outside the Department or another paper from Paper 3 above	
Year 2		
5	GY2A0	Research Techniques (Spatial, Social and Environmental)
6, 7 & 8	Three units from:	
	GY200	Economy, Society and Space
	GY201	Urban and Spatial Economic Analysis I
	GY202	Introduction to Global Development
	GY205	Political Geographies, Policy and Space
	GY220	Environment Science and Society
	GY222	Applied Environmental Economics
	GY244	London's Geographies
	Or an approved LSE taught option (either within or outside the Department of Geography but not a Language course)	
Year 3		
9	GY350	Independent Research Project
10, 11 & 12	Three units from:	
	GY300	Theories of Regional Development and Change
	GY301	The Political Geography of Development and the South
	GY302	Urban Development: Politics, Policy and Planning
	GY303	The Geography of Gender; Global Perspectives
	GY305	Urban and Spatial Economic Analysis II
	GY306	Geographies of Race
	GY324	Environmental Governance
	GY325	Environment and Development
	One unit from Papers 6-8 (excluding an LSE taught Outside Option)	

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
Level 1 courses and modern language courses are not permitted as part of this degree programme in Years 2 and 3. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

BSc in Geography with Economics

Programme Code: UBGYWEC
Department: Geography & Environment
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	EC100	Economics A ***or***
	EC102	Economics B §
2	MA107 Quantitative Methods (Mathematics) (H) ***and*** ST107 Quantitative Methods (Statistics) (H)	
3	GY100	Introduction to Geography

4 ***Either*** GY103 Contemporary Europe ***or***
GY140 Introduction to Geographical Research ***or***
GY120 Environmental Change: Past, Present and Future ***or***
GY121 Sustainable Development

Year 2
5 EC201 Microeconomic Principles I
6 GY201 Urban and Spatial Economic Analysis I
7 & 8 Two from the following:
GY200 Economy, Society and Space
GY202 Introduction to Global Development
GY205 Political Geographies, Policy and Space
GY220 Environment: Science and Society
GY222 Applied Environmental Economics
GY240 Research Techniques (Spatial, Social and Environmental Analysis) (required for GY350 under Papers 11 and 12)
GY244 London's Geographies
GY300 Theories of Regional Development and Change

Year 3
9 GY305 Urban and Spatial Economic Analysis II
10 If students ***have not*** taken GY240 in Year 2, **Either** :
EC210 Macroeconomic Principles **or**
GY240 Research Techniques (Spatial, Social and Environmental Analysis) (taking both GY240 and GY350 in Year 3 is not permitted)
If students ***have*** taken GY240 in Year 2, **Either** :
EC210 Macroeconomic Principles **or**
Any other course from Papers 7 & 8
11 & 12 Two from:
GY300 Theories of Regional Development and Change
GY301 The Political Geography of Development and the South
GY302 Urban Development: Politics, Policy and Planning
GY303 The Geography of Gender: Global Perspectives
GY306 Geographies of Race
GY324 Environmental Governance
GY325 Environment and Development
GY350 Independent Research Project (taking both GY240 and GY350 in Year 3 is not permitted)
One other Geography course not taken under Papers 7 & 8
An approved Economics course including:
EC210 Macroeconomic Principles
EC307 Development Economics
EC325 Public Economics

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
Level 1 courses and modern language courses are not permitted as part of this degree programme in Years 2 and 3. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

BSc in Government

Programme Code: UBGV
Department: Government
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper Course number and title
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
1 GV101 Introduction to Political Science
2 GV100 Introduction to Political Theory
3 An approved course taught outside the Department
4 An approved course taught outside the Department

Year 2
5, 6, 7 Any three courses from Government List A
8 An approved course taught outside the Department (note: if either GV100 or GV101 was not taken in Year 1, this outstanding course must imperatively be taken under this paper in the second year)

Year 3
9 ***Either*** GV390 Government Dissertation Option
Or A course from Government List B
10 Any course from Government List A
11 Any course from Government List A or Government List B
12 ***Either*** A further course from Government List A
Or An approved course taught outside the Department

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

Government List A
GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV248 Power and Politics in the Modern World: Comparative Perspectives
GV249 Research Design in Political Science
GV251 Government, Politics and Public Policy in the European Union
GV262 Contemporary Political Theory
GV263 Public Policy Analysis
GV264 Politics and Institutions in Europe

Government List B
GV302 Key Themes in the History of Political Thought
GV306 Global Public Policy (H)
GV307 Political and Ethnic Conflict and Coexistence: Key Debates (H) (not available 2017/18)
GV308 Leadership in the Political World (H) (not available 2017/18)
GV309 Politics of Money and Finance in Comparative Perspective (H)
GV311 British Government
GV312 Advanced Topics in Government: Executive Politics (not available 2017/18)
GV313 Politics of Trade in Comparative Perspective (H)
GV314 Empirical Research in Government
GV315 Voting and Elections in Developing Democracies (H)
GV316 Advanced Issues in Applied Political Theory (H)
GV317 The Modern State - Theory and Practice (H)
GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H)
GV319 Experimental Politics (H)
GV320 Populism (H)
GV325 Advanced Issues in Political Economy (H) (not available 2017/18)
GV335 African Political Economy (H)
GV366 Political Economy of the Developing World
GV398 Inside the Mind of a Voter: Research in Electoral Psychology

BSc in Government and Economics

Programme Code: UBGVEC
Department: Government
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper Course number and title

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

Year 1

1 EC100 Economics A ***or***
EC102 Economics B §

2 ***Either*** MA110 Basic Quantitative Methods ***or***
MA107 Quantitative Methods (Mathematics) (H) ***and***
ST107 Quantitative Methods (Statistics) (H)

3 & 4 Two from:
GV101 Introduction to Political Science
GV100 Introduction to Political Theory
An approved course taught outside the Department of Government and Economics

Year 2

5 EC201 Microeconomic Principles I
6 EC210 Macroeconomic Principles
7 GV225 Public Choice and Politics
8 One from:
GV100 Introduction to Political Theory (if not taken in Year 1)
GV101 Introduction to Political Science (if not taken in Year 1)
An approved course from the Government List A (only if both GV100 and GV101 taken under Papers 3 & 4 above)
An approved course taught outside the Departments of Economics and Government (only if both GV100 and GV101 taken under Papers 3 & 4 above)

Year 3

9 Any course from the Economics List
10 Any course from Government List A
11 ***Either*** GV390 Government Dissertation Option
Or Courses to the value of one full unit from Government List B
12 ***Either*** EC220 Introduction to Econometrics
Or Any course from the Economics List
Or Any further course from Government List A
Or An approved course taught outside the Departments of Economics and Government

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Government List A

GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV248 Power and Politics in the Modern World: Comparative Perspectives
GV249 Research Design in Political Science
GV251 Government, Politics and Public Policy in the European Union
GV262 Contemporary Political Theory
GV263 Public Policy Analysis
GV264 Politics and Institutions in Europe

Government List B

GV302 Key Themes in the History of Political Thought
GV306 Global Public Policy (H)
GV307 Political and Ethnic Conflict and Coexistence: Key Debates (H) (not available 2017/18)
GV308 Leadership in the Political World (H) (not available 2017/18)
GV309 Politics of Money and Finance in Comparative Perspective (H)
GV311 British Government
GV312 Advanced Topics in Government: Executive Politics (not available 2017/18)
GV313 Politics of Trade in Comparative Perspective (H)
GV314 Empirical Research in Government
GV315 Voting and Elections in Developing Democracies (H)
GV316 Advanced Issues in Applied Political Theory (H)
GV317 The Modern State - Theory and Practice (H)
GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H)
GV319 Experimental Politics (H)
GV320 Populism (H)
GV325 Advanced Issues in Political Economy (H) (not available 2017/18)
GV335 African Political Economy (H)
GV366 Political Economy of the Developing World
GV398 Inside the Mind of a Voter: Research in Electoral Psychology

Economics List

EC301 Advanced Economic Analysis
EC302 Political Economy
EC303 Economic Policy Analysis (not available 2017/18)
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC315 International Economics
EC321 Monetary Economics
EC325 Public Economics

BSc in Government and History

Programme Code: UBGVHY
Department: Government
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper Course number and title

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

Year 1

1 ***Either*** GV101 Introduction to Political Science ***or***
GV100 Introduction to Political Theory
2 One from:
HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
HY116 International History since 1890
HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800
3 ***Either*** the course not taken under Paper 1 ***or*** a further course from Paper 2
4 An approved course taught outside the Departments of Government and International History
Students may also take the following optional unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only:
HY119 Thinking Like a Historian

Year 2

5 One from:
GV100 Introduction to Political Theory (compulsory if not taken in Year 1)
GV101 Introduction to Political Science (compulsory if not taken in Year 1)
An approved course from the Government List A (if both GV100 and GV101 taken in Year 1)
6 Any course from Government List A
7 & 8 Two courses from the History List A

Year 3

9 ***Either*** GV390 Government Dissertation Option *
Or A course from Government List B
10 Any course from the History List B
11 ***Either*** Any course from Government List A
Or Any course from the History List B
Or HY300 Dissertation *
12 ***Either*** Any course from Government List A **or**

Any course from the History List A or List B
An approved course taught outside the Departments of Government and International History

Notes * The following courses are mutually exclusive and only one of them can be chosen: GV390 and HY300.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Government List A
GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV248 Power and Politics in the Modern World: Comparative Perspectives
GV249 Research Design in Political Science
GV251 Government, Politics and Public Policy in the European Union
GV262 Contemporary Political Theory
GV263 Public Policy Analysis
GV264 Politics and Institutions in Europe

Government List B
GV302 Key Themes in the History of Political Thought
GV306 Global Public Policy (H)
GV307 Political and Ethnic Conflict and Coexistence: Key Debates (H) (not available 2017/18)
GV308 Leadership in the Political World (H) (not available 2017/18)
GV309 Politics of Money and Finance in Comparative Perspective
GV311 British Government
GV312 Advanced Topics in Government: Executive Politics (not available 2017/18)
GV313 Politics of Trade in Comparative Perspective
GV314 Empirical Research in Government
GV315 Voting and Elections in Developing Democracies (H)
GV316 Advanced Issues in Applied Political Theory (H)
GV317 The Modern State - Theory and Practice (H)
GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H)
GV319 Experimental Politics (H)
GV320 Populism (H)
GV325 Advanced Issues in Political Economy (H) (not available 2017/18)
GV335 African Political Economy (H)
GV366 Political Economy of the Developing World
GV398 Inside the Mind of a Voter: Research in Electoral Psychology

History List A
HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International
HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
HY206 The International History of Cold War, 1945-1989
HY221 The History of Russia, 1682-1825
HY226 The Great War 1914-1918
HY232 War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990
HY233 Empire and Nation: Britain and India since 1750 (withdrawn 2017/18)
HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840
HY238 The Cold War and European Integration, 1947-1992
HY239 Latin America and the United States since 1898 (not available 2017/18)
HY240 From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day
HY241 What is History? Methods and Debates
HY242 The Soviet Union: Domestic, International and Intellectual History
HY243 Islamic Empires, 1400-1800
HY245 The United States and the World since 1776

History List B
HY311 Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (not available 2017/18)
HY315 The European Enlightenment, c.1680-1799
HY319 Napoleon and Europe
HY320 The Cold War Endgame
HY322 Nazi Germany's War: Violence and Occupation in Europe, 1939-1945
HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (not available 2017/18)
HY324 Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945
HY325 Retreat from Power: British foreign and defence policy, 1931-68 (not available 2017/18)
HY326 Slavery, Capital, and Empire in the British World, 1700-1900 (not available 2017/18)
HY327 The Anglo-American Special Relationship, 1939-89
HY328 The Arab-Israeli Conflict: Nationalism, Territory, Religion
HY329 Independent India: Myths of Freedom and Development
HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century

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BA in History

Programme Code: UBHY2
Department: International History
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
Students take the following unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only:
HY119 Thinking Like a Historian

1 & 2 Two courses from the following:
HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
HY116 International History since 1890
HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800
EH101 The Internationalisation of Economic Growth

3 ***Either*** a further course not taken under Papers 1 and 2 ***or*** an approved course taught outside of the Department.

4 An approved course taught outside the Department

Year 2
5 One course from the following:
EH238 The Industrial Revolution
HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International
HY221 The History of Russia 1682-1825
HY233 Empire and Nation: Britain and India since 1750 (withdrawn 2017/18)
HY243 Islamic Empires, 1400-1800
HY315 The European Enlightenment, c.1680-1799
HY319 Napoleon and Europe
HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (not available 2017/18)
HY324 Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945
HY326 Slavery, Capital, and Empire in the British World, 1700-1900 (not available 2017/18)
HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century

6	One course from Selection List A	
7	One course from Selection List A ***or***	
	One course from Selection List B ***or***	
	EH225	Latin America and the International Economy ***or***
	EH207	The Making of an Economic Superpower: China since 1850
8	An approved course taught outside the Department	
Year 3		
9 & 10	Two courses from Selection List A ***or*** Selection List B, one of which must be from Selection List B if not already taken as Paper 5 or Paper 7.	
11	***Either*** a further course from Selection List A ***or*** Selection List B not already taken ***or*** an approved course taught outside of the Department.	
12	HY300	Dissertation
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification	

History Selection List A

HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International
HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
HY206	The International History of the Cold War, 1945-1989
HY221	The History of Russia, 1682-1825
HY226	The Great War 1914-1918
HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990
HY233	Empire and Nation: Britain and India since 1750 (withdrawn 2017/18)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840
HY238	The Cold War and European Integration, 1947-1992
HY239	Latin America and the United States since 1898 (not available 2017/18)
HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day
HY241	What is History? Methods and Debates
HY242	The Soviet Union: Domestic, International and Intellectual History
HY243	Islamic Empires, 1400-1800
HY245	The United States and the World since 1776

History Selection List B

HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (not available 2017/18)
HY315	The European Enlightenment, c.1680-1799
HY319	Napoleon and Europe
HY320	The Cold War Endgame
HY321	The Struggle for the Persian Gulf, 1945-2003
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (not available 2017/18)
HY324	Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (not available 2017/18)
HY326	Slavery, Capital, and Empire in the British World, 1700-1900 (not available 2017/18)
HY327	The Anglo-American Special Relationship, 1939-89
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion
HY329	Independent India: Myths of Freedom and Development
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century

BSc in International Relations

Programme Code: UBIR
Department: International Relations
For all first year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	IR100	Theories and Concepts of International Relations
2	HY116	International History since 1890
3	One from:	
	GV100	Introduction to Political Theory
	PH103	The Big Questions: An Introduction to Philosophy
	SO100	Social Theory
4	An approved paper taught outside the Department	
Year 2		
5,6 & 7	Three of the following full-unit courses:	
	IR200	International Political Theory
	IR202	Foreign Policy Analysis I
	IR203	International Organisations
	IR205	International Security
	IR206	International Political Economy
8	One from:	
	A further full-unit course from Papers 5-7	
	EC100	Economics A ***or***
	EC102	Economics B §
	EH101	The Internationalisation of Economic Growth
	GV247	Theories and Problems of Nationalism (not available 2017/18)
	HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
	HY206	The International History of the Cold War, 1945-1989
	HY221	The History of Russia, 1682-1825
	HY226	The Great War, 1914-1918
	HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990
	HY233	Empire and Nation: Britain and India since 1750 (withdrawn 2017/18)
	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840
	HY238	The Cold War and European Integration, 1947-1992
	HY242	The Soviet Union: Domestic, International and Intellectual History
	LL278	Public International Law
	Or a course relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Advisor and the Departmental Tutor.	
	Or an approved foreign language course from the following:	
	LN100	Russian Language and Society 3 (Advanced)
	LN101	Russian Language and Society 1 (Beginner)
	LN102	Russian Language and Society 2 (Intermediate)
	LN104	Mandarin Language and Society 1 (Beginner)
	LN110	German Language and Society 3 (Advanced)
	LN120	Spanish Language and Society 3 (Advanced)
	LN121	Spanish Language and Society 1 (Beginner)
	LN122	Spanish Language and Society 2 (Intermediate)
	LN130	French Language and Society 3 (Advanced)
	LN131	French Language and Society 1 (Beginner)
	LN132	French Language and Society 2 (Intermediate)
	LN140	Mandarin Language and Society 3 (Advanced)
	LN142	Mandarin Language and Society 2 (Intermediate)
	LN200	Russian Language and Society 4 (Proficiency)
	LN210	German Language and Society 4 (Proficiency)

	LN220	Spanish Language and Society 4 (Proficiency)
	LN230	French Language and Society 4 (Proficiency)
	LN240	Mandarin Language and Society 4 (Proficiency)
	LN250	English Literature and Society
	LN251	Comparative Literature and Society
	LN252	Global Literature and Society
	LN253	European Literature and Society
	LN270	Society and Language: Linguistics for Social Scientists
	LN320	Spanish Language and Society 5 (Mastery) (not available 2017/18)
	LN330	French Language and Society 5 (Mastery)
	LN340	Mandarin Language and Society 5 (Mastery)
Year 3		
9,10 & 11	Three units from:	
	A further full-unit course from Papers 5-7	
	IR305	Strategic Aspects of International Relations
	IR312	Genocide (H) (not available 2017/18)
	IR313	Managing China's Rise in East Asia
	IR314	Southeast Asia: Intra-regional Politics and Security
	IR315	The Middle East and International Relations Theory
	IR317	American Grand Strategy (H)
	IR318	Visual International Politics (H)
	IR319	Empire and Conflict in World Politics (H)
	IR320	Europe's Institutional Order (H) + (not available 2017/18)
	IR321	Revolutions and World Politics (H)
	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (H)
	IR323	Gender and International Politics (H) #
	IR324	The Practices of Transitional Justice (H) # +
	IR325	The Situations of the International Criminal Court (H) # +
	IR326	The Rule of Law: A Global History (H)
	IR347	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR354	Governing International Political Economy: Lessons from the Past for the Future (H)
	IR355	Economic Diplomacy (H)
	IR367	Global Environmental Politics (H)
	IR368	The Political Economy of Trade (H)
	IR369	Politics of Money in the World Economy (H)
	IR373	China and the Global South (H)
	IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (H)
	IR398	Dissertation
	LL242	International Protection of Human Rights **
12	A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below.	
	A further Language course from those listed under Paper 8 above at the intermediate, advanced or proficiency level.	

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
** Prerequisite for this course is LL278 Public International Law.
# Prerequisite for this course is IR200 International Political Theory.
+ Prerequisite for this course is IR203 International Organisations.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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

EC230	Economics in Public Policy
EH225	Latin America and the International Economy
GV227	The Politics of Economic Policy
GV245	Democracy and Democratisation
GV247	Theories and Problems of Nationalism (not available 2017/18)
GV251	Government, Politics and Public Policy in the European Union
GV262	Contemporary Political Theory
GV264	Politics and Institutions in Europe
GY202	Introduction to Global Development
GY220	Environment: Science and Society
GY301	The Political Geography of Development and the South
HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
HY206	The International History of the Cold War, 1945-1989
HY226	The Great War, 1914-1918
HY242	The Soviet Union: Domestic, International and Intellectual History
HY319	Napoleon and Europe
LL250	Law and the Environment
LL278	Public International Law
PH203	Philosophy of the Social Sciences

Any other 200 or 300 level paper, not on the selection list, approved by the Departmental Tutor of the Department of International Relations.

BSc in International Relations

Programme Code: UBIR
Department: International Relations
For all second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	IR100	Theories and Concepts of International Relations
2	HY116	International History since 1890
3	One from:	
	GV100	Introduction to Political Theory
	PH103	The Big Questions: An Introduction to Philosophy
	SO100	Social Theory
4	An approved paper taught outside the Department	
Year 2		
5	IR200	International Political Theory
6	IR202	Foreign Policy Analysis I
7	IR203	International Organisations
8	One from:	
	EC100	Economics A ***or***
	EC102	Economics B §
	EH101	The Internationalisation of Economic Growth
	GV247	Theories and Problems of Nationalism (not available 2017/18)
	HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
	HY206	The International History of the Cold War, 1945-1989
	HY221	The History of Russia, 1682-1825
	HY226	The Great War, 1914-1918
	HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990
	HY233	Empire and Nation: Britain and India since 1750 (withdrawn 2017/18)
	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840
	HY238	The Cold War and European Integration, 1947-1992
	HY242	The Soviet Union: Domestic, International and Intellectual History

	IR205	International Security
	IR206	International Political Economy
	LL278	Public International Law

Or an approved half unit from outside the Department of International Relations**.**
Or an approved foreign language course from the following:

LN100	Russian Language and Society 3 (Advanced)
LN101	Russian Language and Society 1 (Beginner)
LN102	Russian Language and Society 2 (Intermediate)
LN104	Mandarin Language and Society 1 (Beginner)
LN110	German Language and Society 3 (Advanced)
LN120	Spanish Language and Society 3 (Advanced)
LN121	Spanish Language and Society 1 (Beginner)
LN122	Spanish Language and Society 2 (Intermediate)
LN130	French Language and Society 3 (Advanced)
LN131	French Language and Society 1 (Beginner)
LN132	French Language and Society 2 (Intermediate)
LN140	Mandarin Language and Society 3 (Advanced)
LN142	Mandarin Language and Society 2 (Intermediate)
LN200	Russian Language and Society 4 (Proficiency)
LN210	German Language and Society 4 (Proficiency)
LN220	Spanish Language and Society 4 (Proficiency)
LN230	French Language and Society 4 (Proficiency)
LN240	Mandarin Language and Society 4 (Proficiency)
LN250	English Literature and Society
LN251	Comparative Literature and Society
LN252	Global Literature and Society
LN253	European Literature and Society
LN270	Society and Language: Linguistics for Social Scientists
LN320	Spanish Language and Society 5 (Mastery) (not available 2017/18)
LN330	French Language and Society 5 (Mastery)
LN340	Mandarin Language and Society 5 (Mastery)

Year 3

9,10 & 11 Three units from:

IR205	International Security
IR206	International Political Economy
IR305	Strategic Aspects of International Relations
IR312	Genocide (H) (not available 2017/18)
IR313	Managing China's Rise in East Asia
IR314	Southeast Asia: Intra-regional Politics and Security
IR315	The Middle East and International Relations Theory
IR317	American Grand Strategy (H)
IR318	Visual International Politics (H)
IR319	Empire and Conflict in World Politics (H)
IR320	Europe's Institutional Order (H) + (not available 2017/18)
IR321	Revolutions and World Politics (H)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (H)
IR323	Gender and International Politics (H) #
IR324	The Practices of Transitional Justice (H) # +
IR325	The Situations of the International Criminal Court (H) # +
IR326	The Rule of Law: A Global History (H)
IR347	Political Economy of International Labour Migration (H) (not available 2017/18)
IR354	Governing International Political Economy: Lessons from the Past for the Future (H)
IR355	Economic Diplomacy (H)
IR367	Global Environmental Politics (H)
IR368	The Political Economy of Trade (H)
IR369	Politics of Money in the World Economy (H)
IR373	China and the Global South (H)
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (H)
IR398	Dissertation
LL242	International Protection of Human Rights *

12 A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below.
A further Language course from those listed under Paper 8 above at the intermediate, advanced or proficiency level.

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
* Prerequisite for this course is LL278 Public International Law.
\# Prerequisite for this course is IR200 International Political Theory.
\+ Prerequisite for this course is IR203 International Organisations.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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

EC230	Economics in Public Policy
EH225	Latin America and the International Economy
GV227	The Politics of Economic Policy
GV245	Democracy and Democratisation
GV247	Theories and Problems of Nationalism (not available 2017/18)
GV251	Government, Politics and Public Policy in the European Union
GV262	Contemporary Political Theory
GV264	Politics and Institutions in Europe
GY202	Introduction to Global Development
GY220	Environment: Science and Society
GY301	The Political Geography of Development and the South
HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
HY206	The International History of the Cold War, 1945-1989
HY226	The Great War, 1914-1918
HY242	The Soviet Union: Domestic, International and Intellectual History
HY319	Napoleon and Europe
LL250	Law and the Environment
LL278	Public International Law
PH203	Philosophy of the Social Sciences

Any other 200 or 300 level paper, not on the selection list, approved by the Departmental Tutor of the Department of International Relations.

BSc in International Relations and History

Programme Code: UBIRHY
Department: International History
For all first year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
	Students take the following unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only:	
	HY119	Thinking Like a Historian
1	IR100	Theories and Concepts of International Relations
2	HY116	International History since 1890
3 & 4	Two from:	
	HY113	From Empire to Independence: The Extra European World in the 20th Century
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800

An approved language (LN) course
An approved paper taught outside the Department

Year 2

5 & 6 Two courses from the following:
IR200 International Political Theory
IR202 Foreign Policy Analysis 1
IR203 International Organisations
IR205 International Security
IR206 International Political Economy

7 & 8 Two courses from the following:
HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International
HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
HY206 The International History of the Cold War, 1945-1989
HY221 The History of Russia 1682-1825
HY226 The Great War 1914-1918
HY232 War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990
HY233 Empire and Nation: Britain and India since 1750 (withdrawn 2017/18)
HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840
HY238 The Cold War and European Integration, 1947-1992
HY239 Latin America and the United States since 1898 (not available 2017/18)
HY240 From Empire to Commonwealth: War, Race and Imperialism in British History, 1780 to the present day
HY241 What is History? Methods and Debates
HY242 The Soviet Union: Domestic, International and Intellectual History
HY243 Islamic Empires, 1400 - 1800
HY245 The United States and the World since 1776

Year 3

9 A further course from Papers 5 & 6

10 Courses to the value of one full unit from the following:
A further course from Papers 5 & 6
GV247 Theories and Problems of Nationalism (not available 2017/18)
IR305 Strategic Aspects of International Relations
IR312 Genocide (H) (not available 2017/18)
IR313 Managing China's Rise in East Asia
IR314 Southeast Asia: Intra-regional Politics and Security
IR315 The Middle East and International Relations Theory
IR317 American Grand Strategy (H)
IR318 Visual International Politics (H)
IR319 Empire and Conflict in World Politics (H)
IR320 Europe's Institutional Order (H) (not available 2017/18)
IR321 Revolutions and World Politics (H)
IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (H)
IR323 Gender and International Politics (H)
IR324 The Practices of Transitional Justice (H)
IR325 The Situations of the International Criminal Court (H)
IR326 The Rule of Law: A Global History (H)
IR347 Political Economy of International Labour Migration (H) (not available 2017/18)
IR354 Governing International Political Economy: Lessons from the Past for the Future (H)
IR355 Economic Diplomacy (H)
IR367 Global Environmental Politics (H)
IR368 The Political Economy of Trade (H)
IR369 Politics of Money in the World Economy (H)
IR373 China and the Global South (H)
IR377 The Politics of Governance, Development and Security in Sub-Saharan Africa (H)

11 One course from the following:
HY311 Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (not available 2017/18)
HY315 European Enlightenment, c1680-1799
HY319 Napoleon and Europe
HY320 The Cold War Endgame
HY321 The Struggle for the Persian Gulf, 1945-2003
HY322 Nazi Germany's War: Violence and Occupation in Europe, 1939-1945
HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (not available 2017/18)
HY324 Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945
HY325 Retreat from Power: British foreign and defence policy, 1931-68 (not available 2017/18)
HY326 Slavery, Capital, and Empire in the British World, 1700-1900 (not available 2017/18)
HY327 The Anglo-American Special Relationship, 1939-89
HY328 The Arab-Israeli Conflict: Nationalism, Territory, Religion
HY329 Independent India: Myths of Freedom and Development
HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century

12 One from:
A further paper from Paper 10 or Paper 11 above
HY300 Dissertation
An approved paper taught outside the Department of International Relations and International History

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

BSc in International Relations and History

Programme Code: UBIRHY
Department: International History
For all second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1

Students take the following unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only:
HY119 Thinking Like a Historian

1 IR100 Theories and Concepts of International Relations

2 HY116 International History since 1890

3 & 4 Two from:
HY113 From Empire to Independence: The Extra European World in the 20th Century
HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800
An approved language (LN) course
An approved paper taught outside the Department

Year 2

5 IR200 International Political Theory

6 **Either** IR202 Foreign Policy Analysis 1 **or** IR203 International Organisations

7 & 8 Two courses from the following:
HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International

	HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
	HY206	The International History of the Cold War, 1945-1989
	HY221	The History of Russia 1682-1825
	HY226	The Great War 1914-1918
	HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990
	HY233	Empire and Nation: Britain and India since 1750 (withdrawn 2017/18)
	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840
	HY238	The Cold War and European Integration, 1947-1992
	HY239	Latin America and the United States since 1898 (not available 2017/18)
	HY240	From Empire to Commonwealth: War, Race and Imperialism in British History, 1780 to the present day
	HY241	What is History? Methods and Debates
	HY242	The Soviet Union: Domestic, International and Intellectual History
	HY245	The United States and the World since 1776
	HY243	Islamic Empires, 1400 - 1800
Year 3		
9	**Either** IR202 **or** IR203, not taken above	
10	Courses to the value of one full unit from the following:	
	GV247	Theories and Problems of Nationalism (not available 2017/18)
	IR205	International History
	IR206	International Political Economy
	IR305	Strategic Aspects of International Relations
	IR312	Genocide (H) (not available 2017/18)
	IR313	Managing China's Rise in East Asia
	IR314	Southeast Asia: Intra-regional Politics and Security
	IR315	The Middle East and International Relations Theory
	IR317	American Grand Strategy (H)
	IR318	Visual International Politics (H)
	IR319	Empire and Conflict in World Politics (H)
	IR320	Europe's Institutional Order (H) (not available 2017/18)
	IR321	Revolutions and World Politics (H)
	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (H)
	IR323	Gender and International Politics (H)
	IR324	The Practices of Transitional Justice (H)
	IR325	The Situations of the International Criminal Court (H)
	IR326	The Rule of Law: A Global History (H)
	IR347	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR354	Governing International Political Economy: Lessons from the Past for the Future (H)
	IR355	Economic Diplomacy (H)
	IR367	Global Environmental Politics (H)
	IR368	The Political Economy of Trade (H)
	IR369	Politics of Money in the World Economy (H)
	IR373	China and the Global South (H)
	IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (H)
11	One course from the following:	
	HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (not available 2017/18)
	HY315	European Enlightenment, c1680-1799
	HY319	Napoleon and Europe
	HY320	The Cold War Endgame
	HY321	The Struggle for the Persian Gulf, 1945-2003
	HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945
	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (not available 2017/18)
	HY324	Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945
	HY325	Retreat from Power: British foreign and defence policy, 1931-68 (not available 2017/18)
	HY326	Slavery, Capital, and Empire in the British World, 1700-1900 (not available 2017/18)
	HY327	The Anglo-American Special Relationship, 1939-89
	HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion
	HY329	Independent India: Myths of Freedom and Development
	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century
12	One from:	
	A further paper from Paper 10 or Paper 11 above	
	HY300	Dissertation
	An approved paper taught outside the Department of International Relations and International History	
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	

LLB

Programme code: UBLL
Department: Law
For all first, second and third year students in 2017/18.
Classification scheme for the Bachelor of Laws

Paper	**Course number and title**	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	LL104	Law of Obligations
2	LL105	Property I (H) ***and*** LL109 Introduction to The Legal System (H)
3	LL106	Public Law
4	LL108	Criminal Law
Year 2		
5, 6, 7 & 8	Students take courses to the value of four full units. Students must take at least three courses from Selection List A, and can take courses to the value of one full unit from Selection List B.	
Year 3		
9	LL305	Jurisprudence
10, 11 & 12	Students take course to the value of three full units. Selection List A and another two from either Selection List A or Selection List B which have not already been taken in Year 2.	
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	

Selection List A

AN226	Political and Legal Anthropology
LL201	Administrative Law
LL202	Commercial Contracts
LL203	Law of Business Associations
LL204	Advanced Torts
LL205	Medical Law
LL207	Civil Liberties and Human Rights
LL210	Information Technology and the Law
LL212	Conflict of Laws
LL221	Family Law
LL232	Law and Institutions of the European Union
LL233	Law of Evidence
LL241	European Legal History
LL242	International Protection of Human Rights

LL250 Law and the Environment
LL251 Intellectual Property Law
LL253 Law of Corporate Insolvency
LL257 Labour Law
LL259 Legal and Social Change Since 1750
LL275 Property II
LL278 Public International Law
LL293 Taxation
LL295 Media Law
LL300 Competition Law (Year Three students only)
LL301 Global Commodities Law
LL399 Full Unit Dissertation on an Approved Legal Topic (available to students in Year 3 only; cannot be taken in the same year as LL398)
A course taught outside the Law Department, other than those on the exclusion list (only one can be selected over Years 2 and 3).

Selection List B
IR326 The Rule of Law: A Global History (H)
LL272 Outlines of Modern Criminology (H)
LL284 Topics in Sentencing and Criminal Justice (H)
LL398 Half Unit Dissertation on an Approved Legal Topic (H) (available to students in Year 3; may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor; cannot be taken in the same year as LL399)

This programme constitutes a qualifying law degree (QLD). QLDs are recognised by the Solicitors Regulation Authority www.sra.org.uk/consumers/consumers.page and the Bar Standards Board www.barstandardsboard.org.uk/ as meeting the requirements for completing the academic stage of legal education for solicitors or barristers. For further information contact the Law Department lawdepartment@lse.ac.uk.

BSc in Management

Programme Code: UBMG
Department: Management
For all first year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
1 ***Either*** AC102 Elements of Financial Accounting (H) ***or*** AC103 Elements of Management Accounting and Financial Management (H) *
FM101 Finance (H)
2 EC100 Economics A ***or***
EC102 Economics B §
3 MA107 Quantitative Methods (Mathematics) (H) ***and*** ST107 Quantitative Methods (Statistics) (H)
4 MG105 Organisational Behaviour and Leadership (H) ***and*** MG104 Operations Management (H)

Year 2
5 Any two of the following:
MG212 Marketing (H)
MG213 Information Systems (H)
MG214 Human Resource Management (H)
6 MG207 Managerial Economics
7 MG205 Econometrics: Theory and Applications
8 Courses to the value of one unit from the Options List below.

Year 3
9 MG301 Strategy
10 &11 Courses to the value of two units from the Options List below.
12 Courses to the value of one unit from the courses in the Options List below not already taken under Papers 8, 10 or 11, or any course from the following list:
SO208 Gender and Society
EC317 Labour Economics
MA301 Game Theory (H) **and** one half-unit from the options list
LL232 Law and Institutions of the European Union
Or (subject to approval by the Departmental Tutor) any other paper which is normally available only to second or third year students taught within the School or at other colleges of the University where practicable (see Outside Options). Conditions under which the Departmental Tutor will approve papers are given in the BSc Management student handbook.

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.
* In Year 1 students choose between AC102 and AC103, on financial and management accounting respectively. Students MUST do ONE of these courses in Year 1; should they wish, they MAY choose to do the other in their second or third year as an option. All students are required to attend the first AC100 lecture to get an overview of the topics to be covered in each course. Students wishing to continue their studies with advanced financial accounting (AC330) in the second or third year should be advised to take AC102 in the first year. Students wishing to continue with advanced management accounting (e.g. AC211, AC310) in the second and third year should be advised to take AC103 in the first year. Should they wish to do both AC102 and AC103 in the course of their degree programme, it is recommended that they opt for the financial accounting unit (AC102) in the first year to ease their way through the management accounting and financial management unit (AC103).

Options List
Accounting
AC102 Elements of Financial Accounting (H) (if not taken under Paper 1)
AC103 Elements of Management Accounting and Financial Management (H) (if not taken under Paper 1)
AC211 Managerial Accounting
AC310 Management Accounting, Financial Management and Organisational Control
AC330 Financial Accounting, Analysis and Valuation

Economics and Economic History
EC210 Macroeconomic Principles
EH240 Business and Economic Performance Since 1945: Britain in International Context

Finance
FM212 Principles of Finance
FM300 Corporate Finance, Investments and Financial Markets

Information Systems
MG208 Business Transformation and Project Management (H)
MG209 E-business (H)
MG213 Information Systems (H) (if not taken under Paper 5)
MG304 Digital Platform Innovation (H) (not available 2017/18)

Law
LL209 Commercial Law

Management Science and Methodology
MA207 Further Quantitative Methods (Mathematics) (H)
MA231 Operational Research Methods
MA331 Practical Optimisation Modelling (H) (third year only) (not available 2017/18)
MG202 Analytical Methods for Management (not available 2017/18)
MG308 Simulation Modelling and Analysis (H)

MG310 Analytics for Strategic Decisions (H) (third year only)
MG311 Behavioural Decision Science for Management and Policy (H) (third year only) (not available 2017/18)
ST201 Statistical Models and Data Analysis (H)
ST205 Sample Surveys and Experiments (H)

Managerial Economics and Strategy
MG206 Firms, Management and Competitive Advantage (H)
MG228 Managing the Stone-Age Brain (H)
MG302 Topics in Management Research (H)
MG303 International Business Strategy and Emerging Markets (H) (Cannot be taken with MG307)
MG305 Innovation and Technology Management (H)
MG307 International Context of Management (H) (Cannot be taken with MG303)

Marketing
MG212 Marketing (H) (if not taken under Paper 5)
MG315 Marketing Action Learning Project (H) (third year only)
ST307 Aspects of Market Research (H)
ST327 Market Research: An Integrated Approach

Organisational Behaviour and Employee Relations
MG210 Corporate Social Responsibility and International Labour Standards (H) (not available 2017/18)
MG214 Human Resource Management (H) (if not taken under Paper 5)
MG306 Managing Diversity in Organizations (H) (withdrawn 2017/18)
MG309 International Human Resource Management (H) (not available 2017/18)
MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (H)

Philosophy
PH225 Business and Organisational Ethics (H)
PH332 Effective Philanthropy: Ethics and Evidence (H) (available to second year students with permission from the lecturer)

BSc in Management

Programme Code: UBMG
Department: Management
For all second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**

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

Year 1

1 ***Either*** AC102 Elements of Financial Accounting (H) ***or*** AC103 Elements of Management Accounting and Financial Management (H) *
MG101 Core Business Disciplines: Finance and Operations Management (H) (withdrawn 2017/18)

2 EC100 Economics A ***or***
EC102 Economics B §

3 MA107 Quantitative Methods (Mathematics) (H) ***and*** ST107 Quantitative Methods (Statistics) (H)

4 MG100 Leadership and Communication in Teams (H) (withdrawn 2017/18) ***and*** MG102 Organisational Behaviour (H) (withdrawn 2017/18)

Year 2

5 Any two of the following:
MG212 Marketing (H)
MG213 Information Systems (H)
MG214 Human Resource Management (H)

6 MG207 Managerial Economics

7 MG205 Econometrics: Theory and Applications

8 Courses to the value of one unit from the Options List below.

Year 3

9 MG301 Strategy

10 &11 Courses to the value of two units from the Options List below.

12 Courses to the value of one unit from the courses in the Options List below not already taken under Papers 8, 10 or 11, or any course from the following list:
SO208 Gender and Society
EC317 Labour Economics
MA301 Game Theory (H) **and** one half-unit from the options list
LL232 Law and Institutions of the European Union
Or (subject to approval by the Departmental Tutor) any other paper which is normally available only to second or third year students taught within the School or at other colleges of the University where practicable (see Outside Options). Conditions under which the Departmental Tutor will approve papers are given in the BSc Management student handbook.

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.

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

* In Year 1 students choose between AC102 and AC103, on financial and management accounting respectively. Students MUST do ONE of these courses in Year 1; should they wish, they MAY choose to do the other in their second or third year as an option. All students are required to attend the first AC100 lecture to get an overview of the topics to be covered in each course. Students wishing to continue their studies with advanced financial accounting (AC330) in the second or third year should be advised to take AC102 in the first year. Students wishing to continue with advanced management accounting (e.g. AC211, AC310) in the second and third year should be advised to take AC103 in the first year. Should they wish to do both AC102 and AC103 in the course of their degree programme, it is recommended that they opt for the financial accounting unit (AC102) in the first year to ease their way through the management accounting and financial management unit (AC103).

Options List

Accounting
AC102 Elements of Financial Accounting (H) (if not taken under Paper 1)
AC103 Elements of Management Accounting and Financial Management (H) (if not taken under Paper 1)
AC211 Managerial Accounting
AC310 Management Accounting, Financial Management and Organisational Control
AC330 Financial Accounting, Analysis and Valuation

Economics and Economic History
EC210 Macroeconomic Principles
EC313 Industrial Economics
EH240 Business and Economic Performance Since 1945: Britain in International Context

Finance
FM212 Principles of Finance
FM300 Corporate Finance, Investments and Financial Markets

Information Systems
MG208 Business Transformation and Project Management (H)
MG209 E-business (H)
MG213 Information Systems (H) (if not taken under Paper 5)
MG304 Digital Platform Innovation (H) (not available 2017/18)

Law
LL209 Commercial Law

Management Science and Methodology
MA207 Further Quantitative Methods (Mathematics) (H)
MA231 Operational Research Methods

MA331 Practical Optimisation Modelling (H) (third year only) (not available 2017/18)
MG202 Analytical Methods for Management (not available 2017/18)
MG308 Simulation Modelling and Analysis (H)
MG310 Analytics for Strategic Decisions (H) (third year only)
MG311 Behavioural Decision Science for Management and Policy (H) (third year only) (not available 2017/18)
ST201 Statistical Models and Data Analysis (H)
ST205 Sample Surveys and Experiments (H)

Managerial Economics and Strategy
MG206 Firms, Management and Competitive Advantage (H)
MG228 Managing the Stone-Age Brain (H)
MG302 Topics in Management Research (H)
MG303 International Business Strategy and Emerging Markets (H) (Cannot be taken with MG307)
MG305 Innovation and Technology Management (H)
MG307 International Context of Management (H) (Cannot be taken with MG303)

Marketing
MG212 Marketing (H) (if not taken under Paper 5)
MG315 Marketing Action Learning Project (H) (third year only)
ST307 Aspects of Market Research (H)
ST327 Market Research: An Integrated Approach

Organisational Behaviour and Employee Relations
MG210 Corporate Social Responsibility and International Labour Standards (H) (not available 2017/18)
MG214 Human Resource Management (H) (if not taken under Paper 5)
MG306 Managing Diversity in Organizations (H) (withdrawn 2017/18)
MG309 International Human Resource Management (H) (not available 2017/18)
MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (H)

Philosophy
PH225 Business and Organisational Ethics (H)
PH332 Effective Philanthropy: Ethics and Evidence (H) (available to second year students with permission from the lecturer)

BSc in Mathematics and Economics

Programme Code: UBMAEC
Department: Mathematics
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
1 EC100 Economics A ***or***
EC102 Economics B §
2 MA100 Mathematical Methods
3 ST102 Elementary Statistical Theory
4 MA103 Introduction to Abstract Mathematics

Year 2
5 ***Either*** EC201 Microeconomic Principles I ***or***
EC202 Microeconomic Principles II
6 MA212 Further Mathematical Methods
7 EC210 Macroeconomic Principles ***or*** EC221 Principles of Econometrics ***or*** FM212 Principles of Finance
8 MA203 Real Analysis (H)
And one of (i) MA208 Optimisation Theory (H) ***or***
(ii) MA209 Differential Equations (H) ***or***
(iii) MA210 Discrete Mathematics (H) ***or***
(iv) MA211 Algebra and Number Theory (H)

Year 3
9 One from:
EC301 Advanced Economic Analysis (if EC210 was taken under Paper 7)
EC302 Political Economy
EC309 Econometric Theory (if EC221 was taken under Paper 7)
EC310 Behavioural Economics
EC313 Industrial Economics
EC319 Games and Economic Behaviour
EC321 Monetary Economics (if EC210 was taken under Paper 7)
EC325 Public Economics
EC333 Problems of Applied Econometrics (if EC221 was taken under Paper 7)

10 Courses to the value of one unit from the following, but no more than one from MA208/MA209/MA210/MA211:
MA208 Optimisation Theory (H) (if not taken under Paper 8 above or Paper 12 below)
MA209 Differential Equations (H) (if not taken under Paper 8 above or Paper 12 below)
MA210 Discrete Mathematics (H) (if not taken under Paper 8 above or Paper 12 below)
MA211 Algebra and Number Theory (H)
MA301 Game Theory I (H) (not to be taken with MA300 under Paper 11 below)
MA303 Chaos in Dynamical Systems (H)
MA305 Optimisation in Function Spaces (H) (not available 2017/18)
MA310 Mathematics of Finance and Valuation (H)
MA313 Probability for Finance (H)
MA314 Algorithms and Programming (H)
MA315 Algebra and its Applications (H)
MA316 Graph Theory (H)
MA317 Complex Analysis (H)
MA319 Partial Differential Equations (H)
MA320 Mathematics of Networks (H)

11 If FM212 was taken as Paper 7 then:
Either EC210 Macroeconomic Principles ***or***
EC221 Principles of Econometrics
If EC210 or EC221 was taken under Paper 7 then one from:
EC210 Macroeconomic Principles
EC221 Principles of Econometrics
MA300 Game Theory (not to be taken with MA301 under Paper 10 above)
FM212 Principles of Finance
FM320 Quantitative Finance
ST202 Probability, Distribution Theory and Inference
Any paper listed under Paper 9 (if not already taken under Paper 9)
Another third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental Tutor.

12 A further paper to the value of one unit from Papers 10 and 11. Note that no more than one from MA208/MA209/MA210/MA211 can be taken in Year 3. Also including:
MA231 Operational Research Methods
MA318 History of Mathematics in Finance and Economics (H)
Any other paper approved by the Departmental Tutor.

Notes § Course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc in Mathematics with Economics

Programme Code: UBMAWEC
Department: Mathematics
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	EC100	Economics A ***or***
	EC102	Economics B §
2	MA100	Mathematical Methods
3	ST102	Elementary Statistical Theory
4	MA103	Introduction to Abstract Mathematics
Year 2		
5	***Either*** EC201 Microeconomic Principles I ***or*** EC202 Microeconomic Principles II	
6	MA212	Further Mathematical Methods
7	MA203	Real Analysis (H) ***and***
	MA208	Optimisation Theory (H) ***or***
	MA209	Differential Equations (H) **or**
	MA210	Discrete Mathematics (H) **or**
	MA211	Algebra and Number Theory (H)
8	Courses to the value of 1 unit from the following if not taken under Paper 7:	
	MA208	Optimisation Theory (H)
	MA209	Differential Equations (H)
	MA210	Discrete Mathematics (H)
	MA211	Algebra and Number Theory (H)
	MA231	Operational Research Methods
	ST202	Probability, Distribution Theory and Inference
	Or any other course with the approval of the Departmental Tutor.	
Year 3		
9	EC210	Macroeconomic Principles ***or***
	EC221	Principles of Econometrics ***or***
	EC302	Political Economy ***or***
	EC310	Behavioural Economics ***or***
	EC313	Industrial Economics ***or***
	EC319	Games and Economic Behaviour
10 & 11	Courses to the value of two units from the following, including at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course:	
	MA208	Optimisation Theory (H) (if not taken under Papers 7 or 8)
	MA209	Differential Equations (H) (if not taken under Papers 7 or 8)
	MA210	Discrete Mathematics (H) (if not taken under Papers 7 or 8)
	MA211	Algebra and Number Theory (H) (if not taken under Papers 7 or 8)
	MA231	Operational Research Methods
	MA300	Game Theory
	MA301	Game Theory I (H)
	MA303	Chaos in Dynamical Systems (H)
	MA305	Optimisation in Function Spaces (H) (not available 2017/18)
	MA310	Mathematics of Finance and Valuation (H)
	MA313	Probability for Finance (H)
	MA314	Algorithms and Programming (H)
	MA315	Algebra and its Applications (H)
	MA316	Graph Theory (H)
	MA317	Complex Analysis (H)
	MA318	History of Mathematics in Finance and Economics (H)
	MA319	Partial Differential Equations (H)
	MA320	Mathematics of Networks (H)
	ST300	Regression and Generalised Linear Models (H)
	ST302	Stochastic Processes (H)
	ST304	Time Series and Forecasting (H)
	ST308	Bayesian Inference (H)
12	If another paper with the approval of the Departmental Tutor was chosen under Paper 8, then courses to the value of 1 unit from the following:	
	MA208	Optimisation Theory (H) (if not taken under Paper 7)
	MA209	Differential Equations (H) (if not taken under Paper 7)
	MA210	Discrete Mathematics (H) (if not taken under Paper 7)
	MA211	Algebra and Number Theory (H) (if not taken under Paper 7)
	MA231	Operational Research Methods (if not taken under Paper 7)
	ST202	Probability, Distribution Theory and Inference
	If MA208, MA209, MA210, MA211, MA231 or ST202 were chosen under Paper 8, then any other paper with the approval of the Departmental Tutor.	
Notes	§ Course allocation dependent on Economics A-level or equivalent background. See course guides for further information. LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	

BSc in Philosophy and Economics

Programme Code: UBPHEC
Department: Philosophy, Logic and Scientific Method
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	EC100 Economics A ***or*** EC102 Economics B §
2 & 3	***Either*** MA107 Quantitative Methods (Mathematics) (H) ***And*** ST107 Quantitative Methods (Statistics) (H) ***And*** PH101 Logic ***Or*** MA100 Mathematical Methods **and** ST102 Elementary Statistical Theory
4	PH103 The Big Questions: An Introduction to Philosophy
Year 2	
5	An approved paper from the Philosophy Option List below
6	***Either*** PH104 Formal Methods of Philosophical Argumentation (must be taken if PH101 not taken under Paper 3) **Or** an approved paper from the Philosophy Option List below
7	***Either*** EC201 Microeconomic Principles I ***or*** EC202 Microeconomic Principles II
8	EC210 Macroeconomic Principles
Year 3	
9	An approved paper from the Philosophy Option List below
10	***Either*** (a) an approved paper taught outside the Departments of Philosophy and Economics ***or*** (b) an approved paper from the Economics Option List or Philosophy Option List below
11	An approved paper from the Economics Option List below
12	PH311 Philosophy of Economics
Notes	§ Course allocation dependant on Economics A-level or equivalent background. See course guides for further information. LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Philosophy Option List

PH201 Philosophy of Science
PH203 Philosophy of the Social Sciences
PH213 Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
PH214 Philosophy, Morals and Politics
PH217 Set Theory and Further Logic
PH220 Scientific Method and Policy (not available 2017/18)
PH221 Problems in Analytic Philosophy
PH222 Philosophy and Public Policy
PH225 Business and Organisational Ethics (H)
PH227 Genes, Brains and Society (H)
PH228 Emotion, Cognition and Behaviour: Science and Policy (H)
PH229 Global Justice (H) (withdrawn 2017/18)
PH230 Einstein for Everyone: From Time Travel to the Edge of the Universe (H)
PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
PH332 Effective Philanthropy: Ethics and Evidence (H)
PH399 Dissertation in Philosophy (third year only)
LL305 Jurisprudence (third year only)
LN253 European Literature and Society

Economics Option List

Either EC220 Introduction to Econometrics ***or***
EC221 Principles of Econometrics
EC301 Advanced Economic Analysis
EC302 Political Economy
EC303 Economic Policy Analysis (not available 2017/18)
EC307 Development Economics
EC310 Behavioural Economics
EC311 History of Economics: How Theories Change
EC315 International Economics
EC317 Labour Economics
EC319 Games and Economic Behaviour
EC321 Monetary Economics
EC325 Public Economics

BSc in Philosophy, Logic and Scientific Method

Programme Code: UBPHS3
Department: Philosophy, Logic and Scientific Method
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	PH103	The Big Questions: An Introduction to Philosophy
2	PH101	Logic ***or***
	PH104	Formal Methods of Philosophical Argumentation
3 & 4	Courses to the value of 2 full units taught outside the Department	
Year 2		
5	PH201	Philosophy of Science ***or***
	PH203	Philosophy of the Social Sciences ***or***
	PH213	Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18) ***or***
	PH220	Scientific Method and Policy (not available 2017/18)
6, 7, & 8	Courses to the value of 3 full units from the Philosophy Option List below (can include an approved paper taught outside the Department)	
Year 3		
9, 10, 11 & 12		Courses to the value of 4 full units from the Philosophy Option List below (can include an approved paper taught outside the Department)

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

Philosophy Option List

PH201 Philosophy of Science
PH203 Philosophy of the Social Sciences
PH213 Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
PH214 Philosophy, Morals and Politics
PH217 Set Theory and Further Logic
PH220 Scientific Method and Policy (not available 2017/18)
PH221 Problems in Analytic Philosophy
PH222 Philosophy and Public Policy
PH225 Business and Organisational Ethics (H)
PH227 Genes, Brains and Society (H)
PH228 Emotion, Cognition and Behaviour: Science and Policy (H)
PH229 Global Justice (H) (withdrawn 2017/18)
PH230 Einstein for Everyone: From Time Travel to the Edge of the Universe (H)
PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
PH311 Philosophy of Economics
PH332 Effective Philanthropy: Ethics and Evidence (H)
PH399 Dissertation in Philosophy (third year only)
LL305 Jurisprudence (third year only)
LN253 European Literature and Society

BSc in Philosophy, Politics and Economics

Programme code: UBPHPOLEC
Department: Philosophy, Logic and Scientific Method
For all first year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than three-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	***Either***	MA107 Quantitative Methods (Maths) (H) ***and*** ST107 Quantitative Methods (Statistics) (H)
	Or	MA100 Mathematical Methods
2	GV100	Introduction to Political Theory
3	PH103	The Big Questions: An Introduction to Philosophy (with supplementary five week Philosophy and Argumentative Writing Seminar)
4	EC100	Economics A ***or***
	EC102	Economics B §
Year 2		
5	***Either***	EC220 Introduction to Econometrics (if MA107 and ST107 taken under Paper 1)
	Or	ST102 Elementary Statistical Theory (if MA100 taken under Paper 1)
6	GV101	Introduction to Political Science
7	PH104	Formal Methods of Philosophical Argumentation
8	***Either***	EC201 Microeconomic Principles I (if MA107 and ST107 taken under Paper 1)
	Or	EC201 Microeconomic Principles I (if MA100 taken under Paper 1)
	Or	EC202 Microeconomic Principles II (if MA100 taken under Paper 1)
	In addition, students will also take EC240 PPE Interdisciplinary Research Seminar (LT) *	
Year 3		
9	Courses to the value of one full unit from the Government Option List	
10	Courses to the value of one full unit from the Philosophy Option List	
11	EC210	Macroeconomic Principles

12	***Either***	Courses to the value of one full unit from the Government Option List, Philosophy Option List, or Economics Option List (if MA107 and ST107 taken under Paper 1)
	Or	EC220 Introduction to Econometrics (if MA100 taken under Paper 1)
	Or	EC221 Principles of Econometrics (if MA100 taken under Paper 1)
	In addition, students will also take EC340 PPE Interdisciplinary Research Seminar (MT & LT) *	
Year 4		
13	PH341	Philosophy, Politics and Economics: Applications (not available 2017/18)
14	GV342	Philosophy, Politics and Economics: Capstone and Research Project (not available 2017/18)
15	Any 200 or 300 level courses to the value of one full unit from the Government Option List, Philosophy Option List, or Economics Option List subject to timetabling constraints	
16	Any 200 or 300 level courses to the value of one full unit from the Government Option List, Philosophy Option List, or Economics Option List or outside these departments with permission subject to timetabling constraints.	

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
* EC240 and EC340 will be assessed in the same manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Economics Option List

EC301 Advanced Economic Analysis
EC302 Political Economy
EC303 Economic Policy Analysis (not available 2017/18)
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC313 Industrial Economics
EC315 International Economics
EC321 Monetary Economics
EC325 Public Economics

Government Option List

GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV248 Power and Politics in the Modern World: Comparative Perspectives
GV249 Research Design in Political Science
GV251 Government, Politics and Public Policy in the European Union
GV262 Contemporary Political Theory
GV263 Public Policy Analysis
GV264 Politics and Institutions in Europe
GV306 Global Public Policy (H)
GV302 Key Themes in the History of Political Thought
GV307 Political and Ethnic Conflict and Coexistence: Key Debates (H) (not available 2017/18)
GV308 Leadership in the Political World (H) (not available 2017/18)
GV309 Politics of Money and Finance in Comparative Perspective (H)
GV311 British Government
GV312 Advanced Topics in Government: Executive Politics (not available 2017/18)
GV313 Politics of Trade in Comparative Perspective (H)
GV314 Empirical Research in Government
GV315 Voting and Elections in Developing Democracies (H)
GV316 Advanced Issues in Applied Political Theory (H)
GV317 The Modern State - Theory and Practice (H)
GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H)
GV319 Experimental Politics (H)
GV320 Populism (H)
GV325 Advanced Issues in Political Economy (H) (not available 2017/18)
GV335 African Political Economy (H)
GV366 Political Economy of the Developing World
GV390 Government Dissertation Option
GV398 Inside the Mind of a Voter: Research in Electoral Psychology

Philosophy Option List

PH201 Philosophy of Science
PH203 Philosophy of the Social Sciences
PH213 Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
PH214 Philosophy, Morals and Politics
PH217 Set Theory and Further Logic
PH220 Scientific Method and Policy (not available 2017/18)
PH221 Problems in Analytic Philosophy
PH222 Philosophy and Public Policy
PH225 Business and Organisational Ethics (H)
PH227 Genes, Brains and Society (H)
PH228 Emotion, Cognition and Behaviour: Science and Policy (H)
PH229 Global Justice (H) (withdrawn 2017/18)
PH230 Einstein for Everyone: From Time Travel to the Edge of the Universe (H)
PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
PH301 Rationality and Choice (not available 2017/18)
PH311 Philosophy of Economics
PH332 Effective Philanthropy: Ethics and Evidence (H)
PH399 Dissertation in Philosophy
LL305 Jurisprudence
LN253 European Literature and Society

BSc in Philosophy, Politics and Economics

Programme code: UBPHPOLEC
Department: Philosophy, Logic and Scientific Method
For all second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than three-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	***Either***	MA107 Quantitative Methods (Maths) (H) ***and*** ST107 Quantitative Methods (Statistics) (H)
	Or	MA100 Mathematical Methods
2	***Either***	GV101 Introduction to Political Science
	Or	GV100 Introduction to Political Theory
3	PH103	The Big Questions: An Introduction to Philosophy (with supplementary five week Philosophy and Argumentative Writing Seminar)
4	EC100	Economics A ***or***
	EC102	Economics B §
Year 2		
5	***Either***	EC220 Introduction to Econometrics (if MA107 and ST107 taken under Paper 1)
	Or	ST102 Elementary Statistical Theory (if MA100 taken under Paper 1)
6	***Either***	GV101 Introduction to Political Science (if not already taken under Paper 2)

	Or	GV100 Introduction to Political Theory (if not already taken under Paper 2)
7	PH104	Formal Methods of Philosophical Argumentation
8	***Either***	EC201 Microeconomic Principles I (if MA107 and ST107 taken under Paper 1)
	Or	EC201 Microeconomic Principles I (if MA100 taken under Paper 1)
	Or	EC202 Microeconomic Principles II (if MA100 taken under Paper 1)
	In addition, students will also take EC240 PPE Interdisciplinary Research Seminar (LT) *	
Year 3		
9	Courses to the value of one full unit from the Government Option List	
10	Courses to the value of one full unit from the Philosophy Option List	
11	EC210	Macroeconomic Principles
12	***Either***	Courses to the value of one full unit from the Government Option List, Philosophy Option List, or Economics Option List (if MA107 and ST107 taken under Paper 1)
	Or	EC220 Introduction to Econometrics (if MA100 taken under Paper 1)
	Or	EC221 Principles of Econometrics (if MA100 taken under Paper 1)
	In addition, students will also take EC340 PPE Interdisciplinary Research Seminar (MT & LT) *	
Year 4		
13	PH341	Philosophy, Politics and Economics: Applications (not available 2017/18)
14	GV342	Philosophy, Politics and Economics: Capstone and Research Project (not available 2017/18)
15	Any 200 or 300 level courses to the value of one full unit from the Government Option List, Philosophy Option List, or Economics Option List subject to timetabling constraints	
16	Any 200 or 300 level courses to the value of one full unit from the Government Option List, Philosophy Option List, or Economics Option List or outside these departments with permission subject to timetabling constraints.	

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
* EC240 and EC340 will be assessed in the same manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Economics Option List

EC301 Advanced Economic Analysis
EC302 Political Economy
EC303 Economic Policy Analysis (not available 2017/18)
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC313 Industrial Economics
EC315 International Economics
EC321 Monetary Economics
EC325 Public Economics

Government Option List

GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV248 Power and Politics in the Modern World: Comparative Perspectives
GV249 Research Design in Political Science
GV251 Government, Politics and Public Policy in the European Union
GV262 Contemporary Political Theory
GV263 Public Policy Analysis
GV264 Politics and Institutions in Europe
GV302 Key Themes in the History of Political Thought
GV306 Global Public Policy (H)
GV307 Political and Ethnic Conflict and Coexistence: Key Debates (H) (not available 2017/18)
GV308 Leadership in the Political World (H) (not available 2017/18)
GV309 Politics of Money and Finance in Comparative Perspective (H)
GV311 British Government
GV312 Advanced Topics in Government: Executive Politics (not available 2017/18)
GV313 Politics of Trade in Comparative Perspective (H)
GV314 Empirical Research in Government
GV315 Voting and Elections in Developing Democracies (H)
GV316 Advanced Issues in Applied Political Theory (H)
GV317 The Modern State - Theory and Practice (H)
GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H)
GV319 Experimental Politics (H)
GV320 Populism (H)
GV325 Advanced Issues in Political Economy (H) (not available 2017/18)
GV335 African Political Economy (H)
GV366 Political Economy of the Developing World
GV390 Government Dissertation Option

Philosophy Option List

PH201 Philosophy of Science
PH203 Philosophy of the Social Sciences
PH213 Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
PH214 Philosophy, Morals and Politics
PH217 Set Theory and Further Logic
PH220 Scientific Method and Policy (not available 2017/18)
PH221 Problems in Analytic Philosophy
PH222 Philosophy and Public Policy
PH225 Business and Organisational Ethics (H)
PH227 Genes, Brains and Society (H)
PH228 Emotion, Cognition and Behaviour: Science and Policy (H)
PH229 Global Justice (H) (withdrawn 2017/18)
PH230 Einstein for Everyone: From Time Travel to the Edge of the Universe (H)
PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
PH301 Rationality and Choice (not available 2017/18)
PH311 Philosophy of Economics
PH332 Effective Philanthropy: Ethics and Evidence (H)
PH399 Dissertation in Philosophy
LL305 Jurisprudence
LN253 European Literature and Society
LN254 Literature and Aspects of Ethics

BSc in Politics and International Relations

Programme code: UBPOLIR
Department: Government
For first year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	GV101	Introduction to Political Science
2	IR100	Theories and Concepts of International

		Relations
3	One from the following:	
	GV100	Introduction to Political Theory
	HY116	International History since 1890
	PH103	The Big Questions: An Introduction to Philosophy
	SO100	Social Theory
4	A further selection from Paper 3 or an approved course taught outside the department	
Year 2		
5	**Either** GV100 Introduction to Political Theory (compulsory if not taken in Year 1) **Or** Any course from Government List A (if both GV100 and GV101 taken in Year 1)	
6	GV248	Power and Politics in the Modern World: Comparative Perspectives
7 & 8	Two from the following:	
	IR200	International Political Theory
	IR202	Foreign Policy Analysis 1
	IR203	International Organisations
	IR205	International Security
	IR206	International Political Economy
Year 3		
9	Any course from Government List A	
10	A further course from Papers 7 & 8	
11	***Either*** GV390 Dissertation in Government ***Or*** IR398 Dissertation in International Relations ***Or*** Courses to the value of one full unit from the Government List B ***Or*** Courses to the value of one full unit from the International Relations List	
12	***Either*** Any course from Government List A ***Or*** Courses to the value of one full unit from the International Relations List ***Or*** An approved course or courses to the value of one full unit taught outside the departments of Government and International Relations	

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

Government List A

GV225	Public Choice and Politics
GV227	Politics of Economic Policy
GV245	Democracy and Democratisation
GV247	Theories and Problems of Nationalism (not available 2017/18)
GV249	Research Design in Political Science
GV251	Government, Politics and Public Policy in the European Union
GV262	Contemporary Political Theory
GV263	Public Policy Analysis
GV264	Politics and Institutions in Europe

Government List B

GV302	Key Themes in the History of Political Thought
GV306	Global Public Policy (H)
GV307	Political and Ethnic Conflict and Coexistence: Key Debates (H) (not available 2017/18)
GV308	Leadership in the Political World (H) (not available 2017/18)
GV309	Politics of Money and Finance in Comparative Perspective (H)
GV311	British Government
GV312	Advanced Topics in Government: Executive Politics (not available 2017/18)
GV313	Politics of Trade in Comparative Perspective (H)
GV314	Empirical Research in Government
GV315	Voting and Elections in Developing Democracies (H)
GV316	Advanced Issues in Applied Political Theory (H)
GV317	The Modern State - Theory and Practice (H)
GV318	Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H)
GV319	Experimental Politics (H)
GV320	Populism (H)
GV325	Advanced Issues in Political Economy (H) (not available 2017/18)
GV335	African Political Economy (H)
GV366	Political Economy of the Developing World
GV398	Inside the Mind of a Voter: Research in Electoral Psychology

International Relations List

IR205	International Security
IR206	International Political Economy
IR305	Strategic Aspects of International Relations
IR312	Genocide (H) (not available 2017/18)
IR313	Managing China's Rise in East Asia (H)
IR314	Southeast Asia: Intra-regional Politics and Security (H)
IR315	The Middle East and International Relations Theory
IR317	American Grand Strategy (H)
IR318	Visual International Politics (H)
IR319	Empire and Conflict in World Politics (H)
IR320	Europe's Institutional Order (H) (not available 2017/18)
IR321	Revolutions and World Politics (H)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (H)
IR323	Gender and International Politics (H)
IR324	The Practices of Transitional Justice (H)
IR325	The Situations of the International Criminal Court (H)
IR326	The Rule of Law: A Global History (H)
IR347	Political Economy of International Labour Migration (H) (not available 2017/18)
IR354	Governing International Political Economy: Lessons from the Past for the Future (H)
IR355	Economic Diplomacy (H)
IR367	Global Environmental Politics (H)
IR368	The Political Economy of Trade (H)
IR369	Politics of Money in the World Economy (H)
IR373	China and the Global South (H)
IR377	The Politics of Governance, Development and Security in Sub-Saharan Africa (H)

BSc in Politics and International Relations

Programme code: UBPOLIR
Department: Government
For second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	GV101	Introduction to Political Science
2	IR100	Theories and Concepts of International Relations
3	***Either*** GV100 Introduction to Political Theory ***Or*** HY116 International history since 1890	
4	An approved course to the value of one full unit taught outside the departments of Government and International Relations	
Year 2		
5	***Either*** GV100 Introduction to Political Theory ***(compulsory if not taken in Year 1)*** ***Or*** Any course from Government List A ***(if both*** GV100 ***and*** GV101 ***taken in Year 1)***	
6	GV248	Power and Politics in the Modern World: Comparative Perspectives
7	IR200	International Political Theory
8	***Either*** IR202 Foreign Policy Analysis 1 ***Or*** IR203 International Organisations	

Year 3
9 Any course from Government List A
10 ***Either*** IR202 Foreign Policy Analysis 1
Or IR203 International Organisations ***(whichever was not taken in Year 2)***
11 ***Either*** GV390 Dissertation in Government
Or IR398 Dissertation in International Relations
Or Courses to the value of one full unit from the Government List B
Or Courses to the value of one full unit from the International Relations List
12 ***Either*** Any course from Government List A
Or Courses to the value of one full unit from the International Relations List
Or An approved course or courses to the value of one full unit taught outside the departments of Government and International Relations

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

Government List A
GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV249 Research Design in Political Science
GV251 Government, Politics and Public Policy in the European Union
GV262 Contemporary Political Theory
GV263 Public Policy Analysis
GV264 Politics and Institutions in Europe

Government List B
GV302 Key Themes in the History of Political Thought
GV306 Global Public Policy (H)
GV307 Political and Ethnic Conflict and Coexistence: Key Debates (H) (not available 2017/18)
GV308 Leadership in the Political World (H) (not available 2017/18)
GV309 Politics of Money and Finance in Comparative Perspective (H)
GV311 British Government
GV312 Advanced Topics in Government: Executive Politics (not available 2017/18)
GV313 Politics of Trade in Comparative Perspective (H)
GV314 Empirical Research in Government
GV315 Voting and Elections in Developing Democracies (H)
GV316 Advanced Issues in Applied Political Theory (H)
GV317 The Modern State - Theory and Practice (H)
GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H)
GV319 Experimental Politics (H)
GV320 Populism (H)
GV325 Advanced Issues in Political Economy (H) (not available 2017/18)
GV335 African Political Economy (H)
GV366 Political Economy of the Developing World
GV398 Inside the Mind of a Voter: Research in Electoral Psychology

International Relations List
IR205 International Security
IR206 International Political Economy
IR305 Strategic Aspects of International Relations
IR312 Genocide (H) (not available 2017/18)
IR313 Managing China's Rise in East Asia (H)
IR314 Southeast Asia: Intra-regional Politics and Security (H)
IR315 The Middle East and International Relations Theory
IR317 American Grand Strategy (H)
IR318 Visual International Politics (H)
IR319 Empire and Conflict in World Politics (H)
IR320 Europe's Institutional Order (H) (not available 2017/18)
IR321 Revolutions and World Politics (H)
IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (H)
IR323 Gender and International Politics (H)
IR324 The Practices of Transitional Justice (H)
IR325 The Situations of the International Criminal Court (H)
IR326 The Rule of Law: A Global History (H)
IR347 Political Economy of International Labour Migration (H) (not available 2017/18)
IR354 Governing International Political Economy: Lessons from the Past for the Future (H)
IR355 Economic Diplomacy (H)
IR367 Global Environmental Politics (H)
IR368 The Political Economy of Trade (H)
IR369 Politics of Money in the World Economy (H)
IR373 China and the Global South (H)
IR377 The Politics of Governance, Development and Security in Sub-Saharan Africa (H)

BSc in Politics and Philosophy
Programme Code: UBPOLPH
Department: Government
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things
Year 1
1 ***Either*** PH101 Logic
Or PH104 Formal Methods of Philosophical Argumentation
2 PH103 The Big Questions: An Introduction to Philosophy
3 GV100 Introduction to Political Theory
4 GV101 Introduction to Political Science
Year 2
5 Any course from the Government list A
6 ***Either*** PH214 Philosophy, Morals and Politics
Or GV262 Contemporary Political Theory
7 ***Either*** An approved course from the Government list A
Or An approved course taught outside the Departments of Government and Philosophy
8 ***Either*** PH201 Philosophy of Science
Or PH203 Philosophy of the Social Sciences
Or PH213 Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
Or PH220 Scientific Method and Policy (not available 2017/18)
Year 3
9 ***Either*** Any course from the Government List B
Or GV390 Government Dissertation Option
Or PH399 Dissertation in Philosophy
10 PH222 Philosophy and Public Policy
11 ***Either*** Any course from Government List A
Or An approved course taught outside of the Departments of Government and Philosophy if an outside option was not taken as Paper 7.
12 ***Either*** Any course from Government List A
Or Any course from the Philosophy List
Or An approved course taught outside of the Departments of Government and Philosophy

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

Government List A

GV225	Public Choice and Politics
GV227	Politics of Economic Policy
GV245	Democracy and Democratisation
GV247	Theories and Problems of Nationalism (not available 2017/18)
GV248	Power and Politics in the Modern World: Comparative Perspectives
GV249	Research Design in Political Science
GV251	Government, Politics and Public Policy in the European Union
GV262	Contemporary Political Theory
GV263	Public Policy Analysis
GV264	Politics and Institutions in Europe

Government List B

GV302	Key Themes in the History of Political Thought
GV306	Global Public Policy (H)
GV307	Political and Ethnic Conflict and Coexistence: Key Debates (H) (not available 2017/18)
GV308	Leadership in the Political World (H) (not available 2017/18)
GV309	Politics of Money and Finance in Comparative Perspective
GV311	British Government
GV312	Advanced Topics in Government: Executive Politics (not available 2017/18)
GV313	Politics of Trade in Comparative Perspective
GV314	Empirical Research in Government
GV315	Voting and Elections in Developing Democracies (H)
GV316	Advanced Issues in Applied Political Theory (H)
GV317	The Modern State - Theory and Practice (H)
GV318	Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H)
GV319	Experimental Politics (H)
GV320	Populism (H)
GV325	Advanced Issues in Political Economy (H) (not available 2017/18)
GV335	African Political Economy (H)
GV366	Political Economy of the Developing World
GV398	Inside the Mind of a Voter: Research in Electoral Psychology

Philosophy List

PH201	Philosophy of Science
PH203	Philosophy of the Social Sciences
PH213	Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
PH214	Philosophy, Morals and Politics
PH217	Set Theory and Further Logic
PH220	Scientific Method and Policy (not available 2017/18)
PH221	Problems in Analytic Philosophy
PH222	Philosophy and Public Policy
PH225	Business and Organisational Ethics (H)
PH227	Genes, Brains and Society (H)
PH228	Emotion, Cognition and Behaviour: Science and Policy (H)
PH229	Global Justice (H) (withdrawn 2017/18)
PH230	Einstein for Everyone: From Time Travel to the Edge of the Universe (H)
PH232	Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
PH311	Philosophy of Economics
PH332	Effective Philanthropy: Ethics and Evidence (H)
LL305	Jurisprudence (third year only)
LN253	European Literature and Society
LN254	Literature and Aspects of Ethics

BA/BSc in Social Anthropology

Programme Codes: UBANA2 (BA)
UBANS2 (BSc)

Department: Anthropology

For all first, second and third year students in 2017/18.

Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things
Year 1		
1	AN100	Introduction to Social Anthropology
2	AN101	Ethnography and Theory: Selected Texts
3	AN102	Anthropology, Text and Film
4	An approved paper taught outside the Department	
Year 2		
5	AN200	The Anthropology of Kinship, Sex and Gender
6	AN226	Political and Legal Anthropology
7	AN256	Economic Anthropology (1): Production and Exchange (H) ***and***
	AN298	Research Methods in Social Anthropology (H)
8	Papers to the value of one unit from Selection List A below *	
Year 3		
9	AN300	Advanced Theory of Social Anthropology
10	AN301	The Anthropology of Religion
11	Papers to the value of one unit from Selection List A below *	
12	AN357	Economic Anthropology (2): Transformation and Globalisation (H) ***and***
	AN398	Special Essay Paper in Social Anthropology (H)

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

Anthropology Selection List A

AN205	The Anthropology of Melanesia (H)
AN216	Cognition and Anthropology: Human Development in Cultural Environments (H)
AN221	The Anthropology of Christianity (H) (not available 2017/18)
AN223	The Anthropology of South East Asia (H) (not available 2017/18)
AN237	The Anthropology of Development (H)
AN238	Anthropology and Human Rights (H) (not available 2017/18)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (H) (not available 2017/18)
AN243	Children and Youth in Contemporary Ethnography (H) (not available 2017/18)
AN244	Anthropology and Media (H) (not available 2017/18)
AN245	Borders and Boundaries: Ethnographic Approaches (H)
AN247	The Anthropology of Ontology (H) (not available 2017/18)
AN250	The Anthropology of South Asia (H) (not available 2017/18)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (H)
AN252	Anthropological Approaches to Value (H)
AN269	The Anthropology of Amazonia (H)
AN274	Subjectivity and Anthropology (H) (not available 2017/18)
AN275	The Anthropology of Revolution (H)
AN276	Anthropology and the Anthropocene (H)

An approved paper taught outside the Department

BSc in Social Policy

Programme Code: UBSPA3
Department: Social Policy
For all first and second year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	SA100	Foundations of Social Policy
2	SA104	Social Economics, Politics and Policy
3	SA101	Sociology and Social Policy
4	An approved paper taught outside the Department. The following courses are strongly recommended:	
	EC100	Economics A ***or***
	EC102	Economics B §
	GV100	Introduction to Political Theory
	GV101	Introduction to Political Science
	GY100	Introduction to Geography
	MG103	Management, Labour and Work (not available 2017/18)
	PH103	The Big Questions: An Introduction to Philosophy
	PS102	Social Psychology
	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology
Year 2		
5	SA219	Comparative and International Social Policy
6	SA201	Research Methods for Social Policy
7	One from the Selection List below	
8	**Either** a paper from the Selection List below **or** an approved paper taught outside the Department	
Year 3		
9	One from the Selection List below	
10	SA349 Dissertation	
11	One from the Selection List below	
12	***Either*** one from the Selection List below ***or*** an approved paper taught outside the Department.	

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Selection List

SA101	Sociology and Social Policy *
SA105	Crime and Society (withdrawn 2017/18)
SA204	Education Policy
SA217	Psychology of Crime and Criminal Justice
SA218	Criminological Perspectives (not available 2017/18)
SA221	Poverty, Social Exclusion and Social Change
SA223	Health and Social Care Policy
SA224	Introduction to Global Population Change (not available 2017/18)
SA250	Demographic Description and Analysis (withdrawn 2017/18)
SA302	Assessing Social Progress (not available 2017/18)
SA303	Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
SA309	Crime Control: Ideas and Controversies

Notes * If not taken under Paper 3 above. SA101 cannot be taken in Year 3 by Social Policy students.

BSc in Social Policy

Programme Code: UBSPA3
Department: Social Policy
For all third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	SA100	Foundations of Social Policy
2 & 3	Any two of the following:	
	SA101	Sociology and Social Policy
	SA103	Introduction to Global Population Change (withdrawn 2017/18)
	SA104	Social Economics, Politics and Policy
	SA105	Crime and Society (withdrawn 2017/18)
4	An approved paper taught outside the Department. The following courses are strongly recommended:	
	EC100	Economics A ***or***
	EC102	Economics B §
	GV100	Introduction to Political Theory
	GV101	Introduction to Political Science
	GY100	Introduction to Geography
	MG103	Management, Labour and Work (not available 2017/18)
	PH103	The Big Questions: An Introduction to Philosophy
	PS102	Social Psychology
	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology
Year 2		
5	SA219	Comparative and International Social Policy
6	SA201	Research Methods for Social Policy
7	One from the Selection List below	
8	Either a paper from the Selection List below or an approved paper taught outside the Department	
Year 3		
9	SA349	Dissertation
10 & 11	Two courses from the Selection List below	
12	***Either*** one from the Selection List below ***or*** approved paper taught outside the Department. No first year Social Policy course can be taken in Year Three by Social Policy students.	

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Selection List

SA101	Sociology and Social Policy *
SA104	Social Economics, Politics and Policy *
SA105	Crime and Society * (withdrawn 2017/18)
SA204	Education Policy
SA217	Psychology of Crime and Criminal Justice
SA218	Criminological Perspectives (not available 2017/18)
SA221	Poverty, Social Exclusion and Social Change
SA223	Health and Social Care Policy
SA224	Introduction to Global Population Change (not available 2017/18)
SA250	Demographic Description and Analysis (withdrawn 2017/18)
SA302	Assessing Social Progress (not available 2017/18)
SA303	Sexuality, Everyday Lives and Social Policy in Developing

	Countries (H)
SA309	Crime Control: Ideas and Controversies
Notes	* If not taken under Papers 2 and 3 above. Cannot be taken in Year 3.

BSc in Social Policy and Criminology

Programme Code: UBSPCR
Department: Social Policy
For all third year students in 2017/18.
Last year of entry 2015/16
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	SA100	Foundations of Social Policy
2	SA105	Crime and Society (withdrawn 2017/18)
3	One from:	
	SA101	Sociology and Social Policy
	SA103	Introduction to Global Population Change (withdrawn 2017/18)
	SA104	Social Economics, Politics and Policy
4	An approved paper taught outside the Department	
Year 2		
5	SA219	Comparative and International Social Policy
6	SA218	Criminological Perspectives (not available 2017/18)
7	SA201	Research Methods for Social Policy
8	***Either*** a paper from the Social Policy Selection List ***or*** an approved paper taught outside the Department	
Year 3		
9	SA349	Dissertation
10	SA309	Crime Control: Ideas and Controversies
11	A paper from the Social Policy Selection List. No first year Social Policy course can be taken in Year 3 by Social Policy students.	
12	***Either*** a paper from the Social Policy Selection List ***or*** an approved paper taught outside the Department	
Notes	It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses. LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	

Selection List

SA101	Sociology and Social Policy *
SA104	Social Economics, Politics and Policy *
SA204	Education Policy
SA221	Poverty, Social Exclusion and Social Change
SA223	Health and Social Care Policy
SA224	Introduction to Global Population Change (not available 2017/18)
SA250	Demographic Description and Analysis (withdrawn 2017/18)
SA302	Assessing Social Progress (not available 2017/18)
Notes	* If not taken under paper 3 above. Cannot be taken in Year 3.

BSc in Social Policy and Economics

Programme Code: UBSPEC
Department: Social Policy
For all first and second year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title	
See note	LSE100 The LSE Course: Understanding the causes of things	
Year 1		
1	SA100	Foundations of Social Policy
2	EC100	Economics A ***or***
	EC102	Economics B §
3	MA107	Quantitative Methods (Mathematics) (H) ***and*** ST107 Quantitative Methods (Statistics) (H)
4	SA104	Social Economics, Politics and Policy
Year 2		
5	SA219	Comparative and International Social Policy
6	EC201	Microeconomic Principles I
7	***Either*** EC210 Macroeconomic Principles ***or*** EC220 Introduction to Econometrics	
8	SA201	Research Methods for Social Policy
Year 3		
9	SA349	Dissertation
10	EC325	Public Economics
11	***Either*** The paper not taken under No 7 ***or*** a paper from the Social Policy or Economics Selection Lists.	
12	***Either*** a paper from the Social Policy Selection List or the Economics Selection List ***or*** an approved paper taught outside the Departments of Social Policy and Economics.	
Notes	§ Course allocation dependant on Economics A-level or equivalent background. See course guides for further information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses. LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	

Social Policy Selection List

SA204	Education Policy
SA217	Psychology of Crime and Criminal Justice
SA218	Criminological Perspectives (not available 2017/18)
SA221	Poverty, Social Exclusion and Social Change
SA223	Health and Social Care Policy
SA224	Introduction to Global Population Change (not available 2017/18)
SA250	Demographic Description and Analysis (withdrawn 2017/18)
SA302	Assessing Social Progress (not available 2017/18)
SA303	Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
SA309	Crime Control: Ideas and Controversies

Economics Selection List

EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Policy Analysis (not available 2017/18)
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Games and Economic Behaviour
EC321	Monetary Economics
EC333	Problems of Applied Econometrics
FM212	Principles of Finance

BSc in Social Policy and Economics

Programme Code: UBSPEC
Department: Social Policy
For all third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	SA100 Foundations of Social Policy
2	EC100 Economics A ***or*** EC102 Economics B §
3	MA107 Quantitative Methods (Mathematics) (H) ***and*** ST107 Quantitative Methods (Statistics) (H)
4	An approved paper taught outside the Departments of Social Policy and Economics
Year 2	
5	SA219 Comparative and International Social Policy
6	EC201 Microeconomic Principles I
7	***Either*** EC210 Macroeconomic Principles ***or*** EC220 Introduction to Econometrics
8	SA201 Research Methods for Social Policy
Year 3	
9	SA349 Dissertation
10	EC325 Public Economics
11	***Either*** The paper not taken under No 7 ***or*** a paper from the Social Policy or Economics Selection Lists.
12	***Either*** a paper from the Social Policy Selection List or the Economics Selection List ***or*** an approved paper taught outside the Departments of Social Policy and Economics.

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.

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

Social Policy Selection List

SA204	Education Policy
SA217	Psychology of Crime and Criminal Justice
SA218	Criminological Perspectives (not available 2017/18)
SA221	Poverty, Social Exclusion and Social Change
SA223	Health and Social Care Policy
SA224	Introduction to Global Population Change (not available 2017/18)
SA250	Demographic Description and Analysis (withdrawn 2017/18)
SA302	Assessing Social Progress (not available 2017/18)
SA303	Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
SA309	Crime Control: Ideas and Controversies

Economics Selection List

EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Policy Analysis (not available 2017/18)
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Games and Economic Behaviour
EC321	Monetary Economics
EC333	Problems of Applied Econometrics
FM212	Principles of Finance

BSc in Social Policy and Sociology

Programme Code: UBSPSO

Department: Social Policy

For all first and second year students in 2017/18.

Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	***Either*** SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology ***Or*** SO100 Social Theory
2	SA100 Foundations of Social Policy
3	SA101 Sociology and Social Policy
4	SA104 Social Economics, Politics and Policy
Year 2	
5	SO201 Key Issues in Sociological Analysis
6	A paper to the value of one full unit from the Sociology Selection List below
7	SA219 Comparative and International Social Policy
8	SA201 Research Methods for Social Policy
Year 3	
9	SA349 Dissertation
10	A paper to the value of one full unit from the Sociology Selection List below
11	A paper to the value of one full unit from the Social Policy Selection List below
12	***Either*** a paper to the value of one full unit from the Social Policy Selection List ***or*** a paper to the value of one full unit from the Sociology Selection List ***or*** an approved paper taught outside the Departments of Sociology and Social Policy

Notes It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (i.e. not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.

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

Sociology Selection List

Year	Course	
2,3	GV247	Theories and Problems of Nationalism (not available 2017/18)
2,3	SO203	Political Sociology
2,3	SO208	Gender and Society
2,3	SO210	Crime, Deviance and Control (cannot be taken with SA218 - not available 2017/18)
2,3	SO211	Sociology of Health and Medicine (withdrawn 2017/18)
2,3	SO231	Knowledge, Power, and Social Change (H)
2,3	SO233	Reactionary Radicalism: Populism and Authoritarianism in the 21st Century (H)
2,3	SO309	Atrocity and Justice (H) (not available 2017/18)

Social Policy Selection List

SA204	Education Policy
SA217	Psychology of Crime and Criminal Justice
SA218	Criminological Perspectives (can not be taken with SO210) (not available 2017/18)
SA221	Poverty, Social Exclusion and Social Change
SA223	Health and Social Care Policy
SA224	Introduction to Global Population Change (not available 2017/18)
SA250	Demographic Description and Analysis (withdrawn 2017/18)
SA302	Assessing Social Progress (not available 2017/18)
SA303	Sexuality, Everyday Lives and Social Policy in Developing Countries (H)

SA309 Crime Control: Ideas and Controversies

BSc in Social Policy and Sociology

Programme Code: UBSPSO
Department: Social Policy
For all third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	***Either*** SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology ***Or*** SO100 Social Theory
2	SA100 Foundations of Social Policy
3	SA101 Sociology and Social Policy
4	An approved paper taught outside the Departments of Sociology and Social Policy
Year 2	
5	SO201 Key Issues in Sociological Analysis
6	A paper to the value of one full unit from the Sociology Selection List below
7	SA219 Comparative and International Social Policy
8	SA201 Research Methods for Social Policy
Year 3	
9	SA349 Dissertation
10	A paper to the value of one full unit from the Sociology Selection List below
11	A paper to the value of one full unit from the Social Policy Selection List below
12	***Either*** a paper to the value of one full unit from the Social Policy Selection List ***or*** a paper to the value of one full unit from the Sociology Selection List ***or*** an approved paper taught outside the Departments of Sociology and Social Policy
Notes	It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (i.e. not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses. LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Sociology Selection List

Year	Course	
2,3	GV247	Theories and Problems of Nationalism (not available 2017/18)
2,3	SO203	Political Sociology
2,3	SO208	Gender and Society
2,3	SO210	Crime, Deviance and Control (can not be taken with SA218 - not available 2017/18)
2,3	SO211	Sociology of Health and Medicine (withdrawn 2017/18)
2,3	SO231	Knowledge, Power, and Social Change (H)
2,3	SO233	Reactionary Radicalism: Populism and Authoritarianism in the 21st Century (H)
2,3	SO309	Atrocity and Justice (H) (not available 2017/18)

Social Policy Selection List

SA204	Education Policy
SA217	Psychology of Crime and Criminal Justice
SA218	Criminological Perspectives (can not be taken with SO210) (not available 2017/18)
SA221	Poverty, Social Exclusion and Social Change
SA223	Health and Social Care Policy
SA224	Introduction to Global Population Change (not available 2017/18)
SA250	Demographic Description and Analysis (withdrawn 2017/18)
SA302	Assessing Social Progress (not available 2017/18)
SA303	Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
SA309	Crime Control: Ideas and Controversies

BSc in Social Policy with Government

Programme Code: UBSPWGV
Department: Social Policy
For all first and second year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	SA100 Foundations of Social Policy
2	GV101 Introduction to Political Science
3	GV100 Introduction to Political Theory
4	SA104 Social Economics, Politics and Policy
Year 2	
5	SA219 Comparative and International Social Policy
6	SA201 Research Methods for Social Policy
7	One from the Social Policy Selection List below
8	One from: GV225 Public Choice and Politics GV227 Politics of Economic Policy GV245 Democracy and Democratisation GV247 Theories and Problems of Nationalism (not available 2017/18) GV251 Government, Politics and Public Policy in the EU GV262 Contemporary Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions of Europe
Note	Over Years 2 and 3 students are required to select at least one paper from GV245, GV247 (not available 2017/18), GV251 and GV264 and least one paper from GV225, GV227, GV262 and GV263.
Year 3	
9	SA349 Dissertation
10	One from the Social Policy Selection List below. Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.
11	One from: GV225 Public Choice and Politics GV227 Politics of Economic Policy GV245 Democracy and Democratisation GV247 Theories and Problems of Nationalism (not available 2017/18) GV251 Government, Politics and Public Policy in the EU GV262 Concepts in Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions of Europe GV302 Key Themes in the History of Political Thought
12	One from: A paper from the Social Policy Selection List below GV225 Public Choice and Politics GV227 Politics of Economic Policy GV245 Democracy and Democratisation GV247 Theories and Problems of Nationalism (not available 2017/18) GV251 Government, Politics and Public Policy in the EU GV262 Concepts in Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions of Europe GV302 Key Themes in the History of Political Thought An approved paper taught outside the Departments of Government and Social Policy

Notes Over Years 2 and 3 students are required to select at least one paper from GV245, GV247 (not available 2017/18), GV251 and GV264 and at least one paper from GV225, GV227, GV262, GV263, and GV302.
Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Social Policy Selection List
SA101 Sociology and Social Policy *
SA105 Crime and Society * (withdrawn 2017/18)
SA204 Education Policy
SA217 Psychology of Crime and Criminal Justice
SA218 Criminological Perspectives (not available 2017/18)
SA221 Poverty, Social Exclusion and Social Change
SA223 Health and Social Care Policy
SA224 Introduction to Global Population Change (not available 2017/18)
SA250 Demographic Description and Analysis (withdrawn 2017/18)
SA302 Assessing Social Progress (not available 2017/18)
SA303 Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
SA309 Crime Control: Ideas and Controversies
Notes * Cannot be taken in Year 3.

BSc in Social Policy with Government

Programme Code: UBSPWGV
Department: Social Policy
For all third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1
1 SA100 Foundations of Social Policy
2 GV101 Introduction to Political Science
3 GV100 Introduction to Political Theory
4 An approved paper taught outside the Departments of Government and Social Policy

Year 2
5 SA219 Comparative and International Social Policy
6 SA201 Research Methods for Social Policy
7 One from the Social Policy Selection List below
8 One from:
GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV251 Government, Politics and Public Policy in the EU
GV262 Contemporary Political Theory
GV263 Public Policy Analysis
GV264 Politics and Institutions of Europe
Note Over Years 2 and 3 students are required to select at least one paper from GV245, GV247 (not available 2017/18), and GV264 and least one paper from GV225, GV227, GV262 and GV263.

Year 3
9 SA349 Dissertation
10 One from the Social Policy Selection List below. Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.
11 One from:
GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV251 Government, Politics and Public Policy in the EU
GV262 Concepts in Political Theory
GV264 Politics and Institutions of Europe
GV263 Public Policy Analysis
GV302 Key Themes in the History of Political Thought
12 One from:
A paper from the Social Policy Selection List below
GV225 Public Choice and Politics
GV227 Politics of Economic Policy
GV245 Democracy and Democratisation
GV247 Theories and Problems of Nationalism (not available 2017/18)
GV251 Government, Politics and Public Policy in the EU
GV262 Concepts in Political Theory
GV264 Politics and Institutions of Europe
GV263 Public Policy Analysis
GV302 Key Themes in the History of Political Thought
An approved paper taught outside the Departments of Government and Social Policy
Notes Over Years 2 and 3 students are required to select at least one paper from GV245, GV247 (not available 2017/18), and GV264 and at least one paper from GV225, GV227, GV262, GV263, and GV302
Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Social Policy Selection List
SA101 Sociology and Social Policy *
SA104 Social Economics, Politics and Policy *
SA105 Crime and Society * (withdrawn 2017/18)
SA204 Education Policy
SA217 Psychology of Crime and Criminal Justice
SA218 Criminological Perspectives (not available 2017/18)
SA221 Poverty, Social Exclusion and Social Change
SA223 Health and Social Care Policy
SA224 Introduction to Global Population Change (not available 2017/18)
SA250 Demographic Description and Analysis (withdrawn 2017/18)
SA302 Assessing Social Progress (not available 2017/18)
SA303 Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
SA309 Crime Control: Ideas and Controversies
Notes * Cannot be taken in Year 3.

BSc in Sociology

Programme Code: UBSO2
Department: Sociology
For all first, second and third year students in 2017/18.
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper **Course number and title**
See note LSE100 The LSE Course: Understanding the causes of things

Year 1

1	SO102	Statistics in Society
2	SO100	Social Theory
3	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology
4	***Either*** PS102 Social Psychology ***or*** an approved Level 1 paper taught outside the Department ***or*** another paper taught outside the Department subject to the approval of your personal tutor and the Department Tutor.	

Year 2

5	SO221	Researching London: Methods for Social Research
6	SO201	Key Issues in Sociological Analysis
7	An approved Year 2 or 3 Sociology Option to the value of one full unit	
8	***Either*** an approved Year 2 or 3 Sociology Option to the value of one full unit ***or*** an approved paper from outside the Department	

Year 3

9	SO302	The Sociological Dissertation
10	An approved Year 2 or 3 Sociology Option to the value of one full unit	
11	An approved Year 2 or 3 Sociology Option to the value of one full unit	
12	***Either*** an approved Year 2 or 3 Sociology Option to the value of one full unit ***or*** an approved Year 2 or 3 paper taught outside the Department.	

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

Sociology Option List

SO203	Political Sociology
SO208	Gender and Society
SO210	Crime, Deviance and Control (cannot be taken with SA217, SA218 (not available 2017/18) or SA309)
SO211	Sociology of Health and Medicine (withdrawn 2017/18)
SO224	The Sociology of Race and Ethnicity
SO230	Digital Technology, Speed and Culture (not available 2017/18)
SO231	Knowledge, Power, and Social Change (H)
SO232	Sociology of Health and Illness (H)
SO233	Neoliberalism and Its Discontents: The Rise of Populism and Authoritarianism in the 21st Century (H)
SO308	Personal Life, Intimacy and the Family
SO309	Atrocity and Justice (H) (not available 2017/18)
SO310	The Sociology of Elites (H) (not available 2017/18)
SO311	Law and Violence (H) (available to students in Year 3 only)
SO312	Work, Inequality and Society (H)
SO313	Material Culture and Everyday Life (H)

BSc in Statistics with Finance

Programme Code: UBSTWFI
Department: Statistics
For all second and third year students in 2017/18.
Last year of entry 2016/17
Classification scheme for the BA/BSc degrees (other than four-year BA/BSc degrees)

Paper	**Course number and title**	
See note	LSE100	The LSE Course: Understanding the causes of things.
Year 1		
1	ST102	Elementary Statistical Theory.
2	MA100	Mathematical Methods
3	EC100	Economics A ***or***
	EC102	Economics B §
4	AC104	Elements of Accounting, Financial Institutions and Financial Management* ***or***
	MA103	Introduction to Abstract Mathematics
	* Note that AC104 is a pre-requisite for all AC courses at Levels 2 and 3.	
Year 2		
5	MA212	Further Mathematical Methods
6	ST202	Probability, Distribution Theory and Inference
7	Courses to the value of one unit from the list below:	
	ST205	Sample Surveys and Experiments (H)
	ST226	Actuarial Investigations - Financial (H)
	ST227	Survival Models (H)
	MA103	Introduction to Abstract Mathematics (if not taken under Paper 4)
	MA203	Real Analysis (H)
	MA208	Optimisation Theory (H)
	MA209	Differential Equations (H)
	MA210	Discrete Mathematics (H)
	MA211	Algebra and Number Theory (H)
8	FM212	Principles of Finance
Year 3		
9	ST300	Regression and Generalised Linear Models (H) ***and***
	ST304	Time Series and Forecasting (H)
10	Courses to the value of one unit from the list below:	
	ST301	Actuarial Mathematics: (Life) (H) (formerly ST305)
	ST302	Stochastic Processes (H)
	ST306	Actuarial Mathematics: General (H)
	ST307	Aspects of Market Research (H)
	ST308	Bayesian Inference (H)
	ST312	Applied Statistics Project (H)
	ST327	Market Research: An Integrated Approach
	ST330	Stochastic and Actuarial Methods in Finance (can only be taken in conjunction with ST302)
	MA203	Real Analysis (H)
	MA208	Optimisation Theory (H)
	MA209	Differential Equations (H)
	MA210	Discrete Mathematics (H)
	MA211	Algebra and Number Theory (H)
	MA300	Game Theory
	MA301	Game Theory I (H)
	MA303	Chaos in Dynamical Systems (H)
	MA305	Optimisation in Function Spaces (H) (not available 2017/18)
	MA310	Mathematics of Finance and Valuation (H)
	MA313	Probability for Finance (H)
	MA314	Algorithms and Programming (H)
	MA315	Algebra and its Applications (H)
	MA317	Complex Analysis (H)
	MA318	History of Mathematics in Finance and Economics (H)
	MA319	Partial Differential Equations (H)
	MA331	Practical Optimisation Modelling (H) (third year only) (not available 2017/18)
	MG308	Simulation Modelling and Analysis (H)
11	FM300	Corporate Finance, Investments and Financial Markets ***or***
	FM320	Quantitative Finance
12	Courses to the value of one unit from Paper 10 or the list below:	
	FM300	Corporate Finance, Investments and Financial Markets ***or***
	FM320	Quantitative Finance
	AC104	Elements of Accounting, Financial Institutions and Financial Management
	AC211	Managerial Accounting
	AC310	Management Accounting, Financial Management and Organisational Control
	AC330	Financial Accounting, Analysis and Valuation
	AC340	Auditing, Governance and Risk Management
	EC202	Microeconomic Principles II
	EC210	Macroeconomic Principles
	EC221	Principles of Econometrics
	LL209	Commercial Law

LL210 Information Technology and the Law
MA231 Operational Research Methods
MG203 Organisational Theory and Behaviour (not available 2017/18)
MG206 Firms, Management and Competitive Advantage (H)
MG307 International Context of Management (H)
MG308 Simulation Modelling and Analysis (H)
MG315 Marketing Action Learning Project (H) (third year only)
PH201 Philosophy of Science
PH311 Philosophy of Economics (formerly PH211)
SA250 Demographic Description and Analysis (withdrawn 2017/18)
ST205 Sample Surveys and Experiments (H)
ST226 Actuarial Investigations: Financial (H)
ST227 Survival Models (H)

Notes § Course allocation dependant on Economics A-level or equivalent background. See course guides for further information.
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Outside options

Outside options for first year students

Where the regulations refer to an approved paper taught outside the department, this means that you may take any course in a subject other than the principal subject(s) of your degree, subject to any restrictions listed in the Course Guides. If your degree is for joint honours (e.g., Philosophy and Economics) or is a major/minor combination (e.g., Geography with Economics), a course outside the department means a course taught in any department other than the two named in the title of your degree. The home department of each course is indicated by the first two letters in its code.

Please note that some course combinations are not allowed. Please see the Mutually Exclusive options list below.

The courses **available** for this purpose in your first year are:
(H) means a half-unit course
(not available 2017/18) means the course has been suspended and is not available in the 2017/18 academic year
* means available with permission

AC100 Elements of Accounting and Finance
AN100 Introduction to Social Anthropology
AN101 Ethnography and Theory: Selected Texts
AN102 Anthropology, Text and Film
EC100 Economics A (dependant on Economics A-level or equivalent background)
EC102 Economics B (dependant on Economics A-level or equivalent background)
EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
EH102 Pre-industrial Economic History *
FM101 Finance (H)
GV100 Introduction to Political Theory
GV101 Introduction to Political Science
GY100 Introduction to Geography
GY103 Contemporary Europe
GY120 The Natural Environment
GY121 Environmental Change and sustainable Development
GY140 Introduction to Geographical Research
HY113 Empire to Independence: the Extra-European World in the Twentieth Century
HY116 International History since 1890
HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800
IR100 Theories and Concepts of International Relations
LL104 Law of Obligations
LL105 Property I
LL106 Public Law
LL108 Criminal Law
LL109 Introduction to the Legal System
LN100 Russian Language and Society 3 (Advanced)
LN101 Russian Language and Society 1 (Beginner)
LN102 Russian Language and Society 2 (Intermediate)
LN104 Mandarin Language and Society 1 (Beginner)
LN110 Intensive German Language and Society 3 (Advanced)
LN112 German Language and Society 2 (Intermediate)
LN120 Spanish Language and Society 3 (Advanced)
LN121 Spanish Language and Society 1 (Beginner)
LN122 Spanish Language and Society 2 (Intermediate)
LN130 French Language and Society 3 (Advanced)
LN131 French Language and Society 1 (Beginner)
LN132 French Language and Society 2 (Intermediate)
LN140 Mandarin Language and Society 3 (Advanced)
LN142 Mandarin Language and Society 2 (Intermediate)
LN200 Russian Language and Society 4 (Proficiency)
LN210 German Language and Society 4 (Proficiency)
LN220 Spanish Language and Society 4 (Proficiency)
LN230 French Language and Society 4 (Proficiency)
LN240 Mandarin Language and Society 4 (Proficiency)
LN250 English Literature and Society
LN251 Comparative Literature and 20th Century Political History
LN252 Contemporary Literature and Global Society
LN253 European Literature and Philosophy
LN254 Literature and Aspects of Ethics
LN270 Society and Language: Linguistics for Social Scientists
LN320 Spanish Language and Society 5 (Mastery) (not available 2017/18)
LN330 French Language and Society 5 (Mastery)
LN340 Mandarin Language and Society 5 (Mastery)
MA100 Mathematical Methods
MA103 Introduction to Abstract Mathematics
MA107 Quantitative Methods (Mathematics) (H) *
MA110 Basic Quantitative Methods
MG100 Leadership and Communication in Teams (H) (withdrawn 2017/18)
MG101 Core Business Disciplines: Finance and Operations Management (withdrawn 2017/18)
MG102 Organisational Behaviour (H) (withdrawn 2017/18)
MG103 Management, Labour and Work (not available 2017/18)
MG104 Operations Management (H)
MG105 Organisational Behaviour and Leadership (H)
PH101 Logic (not available to BSc in Economics students)
PH103 The Big Questions: An Introduction to Philosophy
PH104 Formal Methods of Philosophical Argumentation
PS102 Social Psychology *
PS110 Foundations of Psychological Science (not available 2017/18)
SA100 Foundations of Social Policy *
SA101 Sociology and Social Policy *
SA104 Social Economics, Politics and Policy *
SA105 Crime and Society (withdrawn 2017/18)
SO100 Social Theory
SO102 Statistics in Society
SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology
ST102 Elementary Statistical Theory
ST107 Quantitative Methods (Statistics) (H)
ST108 Statistical Methods for the Social Sciences

Outside options for second and third year students

Where undergraduate programme regulations refer to an approved paper taught outside the department this will be a paper in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

certain first-year courses are not available to students in

the second or third year of their degree;
some courses are not available as an outside option;
some papers are mutually exclusive and may therefore not be combined.

The following are courses that are available to second and/or third year students as an outside option where regulations permit.
(H) means a half-unit course
(not available 2017/18) means not available in the 2017/18 academic year
* means available with permission

AC100 Elements of Accounting and Finance
AC211 Managerial Accounting *
AC310 Management Accounting, Financial Management and Organizational Control
AC330 Financial Accounting, Analysis and Valuation *
AC340 Auditing, Governance and Risk Management *
AN100 Introduction to Social Anthropology
AN101 Ethnography & Theory: Selected Texts
AN102 Anthropology, Text and Film
AN200 The Anthropology of Kinship, Sex and Gender
AN205 The Anthropology of Melanesia
AN216 Cognition and Anthropology: Human Development in Cultural Environments (H)
AN221 The Anthropology of Christianity (H) (not available 2017/18)
AN223 The Anthropology of South-East Asia (H) (not available 2017/18)
AN226 Political and Legal Anthropology
AN237 The Anthropology of Development
AN238 Anthropology and Human Rights (H) * (not available 2017/18)
AN240 Investigating the Philippines: New Approaches and Ethnographic Contexts (not available 2017/18)
AN243 Children and Youth in Contemporary Ethnography (not available 2017/18)
AN244 Anthropology and Media (H) * (not available 2017/18)
AN245 Borders and Boundaries: Ethnographic Approaches (H)
AN247 The Anthropology of Ontology (H) (not available 2017/18)
AN250 The Anthropology of South Asia (H) (not available 2017/18)
AN251 Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (H)
AN252 Anthropological Approaches to Value (H)
AN256 Economic Anthropology (1): Production and Exchange (H) *
AN269 The Anthropology of Amazonia (H)
AN274 Subjectivity and Anthropology (H) (not available 2017/18)
AN275 The Anthropology of Revolution (H)
AN276 Anthropology and the Anthropocene (H) *
AN298 Research Methods in Social Anthropology (H) *
EC100 Economics A (dependant on Economics A-level or equivalent background)
EC102 Economics B (dependant on Economics A-level or equivalent background)
EC201 Microeconomic Principles I
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
EC220 Introduction to Econometrics *
EC221 Principles of Econometrics *
EC230 Economics in Public Policy
EC301 Advanced Economic Analysis
EC302 Political Economy
EC303 Economic Policy Analysis * (not available 2017/18)
EC307 Development Economics
EC309 Econometric Theory *
EC310 Behavioural Economics
EC311 History of Economics: How Theories Change *
EC313 Industrial Economics
EC315 International Economics
EC317 Labour Economics
EC319 Games and Economic Behaviour
EC321 Monetary Economics *
EC325 Public Economics
EC333 Problems of Applied Econometrics *
EH101 Internationalization of Economic Growth
EH102 Pre-industrial Economic History *
EH204 Money and Finance: From the Middle Ages to Modernity
EH207 The Making of an Economic Superpower: China since 1850
EH225 Latin America and the International Economy
EH238 The Industrial Revolution
EH240 Business and Economic Performance since 1945: Britain in International Context
FM212 Principles of Finance
FM300 Corporate Finance, Investments and Financial Markets
FM320 Quantitative Finance
GI200 Gender, Politics and Civil Society (not available 2017/18)
GV100 Introduction to Political Theory
GV101 Introduction to Political Science
GV225 Public Choice and Politics
GV227 The Politics of Economic Policy *
GV245 Democracy and Democratisation
GV248 Power and Politics in the Modern World: Comparative Perspectives *
GV249 Research Design in Political Science *
GV251 Government, Politics and Public Policy in the European Union
GV262 Contemporary Political Theory
GV263 Public Policy Analysis
GV264 Politics and Institutions in Europe
GV302 Key Themes in the History of Political Thought *
GV306 Global Public Policy (H) * (n/a 16/17)
GV312 Advanced Topics in Government: Executive Politics * (not available 2017/18)
GV315 Voting and Elections in Developing Democracies (H) *
GV316 Advanced Issues in Applied Political Theory (H) *
GV317 The Modern State - Theory and Practice (H)
GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (H) *
GV325 Advanced Issues in Political Economy (H) (not available 2017/18)
GV335 African Political Economy (H)
GY100 Introduction to Geography
GY103 Contemporary Europe
GY120 The Natural Environment
GY121 Environmental Change and Sustainable Development
GY140 Introduction to Geographical Research
GY200 Economy, Society and Space
GY201 Urban and Spatial Economic Analysis I
GY202 Introduction to Development in the South
GY205 Political Geographies, Policy and Space
GY220 Environment: Science and Society
GY222 Applied Environmental Economics
GY244 London's Geographies
GY300 Theories of Regional Development and Change
GY301 Political Geography of Development and the South
GY302 Urban Development: Politics, Policy and Planning
GY303 The Geography of Gender: Global Perspectives
GY305 Urban and Spatial Economic Analysis II *
GY306 Geographies of Race
GY324 Environmental Governance
GY325 Environment and Development
HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
HY116 International History since 1890
HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International *
HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion * (withdrawn 2017/18)
HY206 The International History of the Cold War, 1945-1989
HY221 The History of Russia, 1682-1825
HY226 The Great War 1914-1918
HY232 War, Genocide and Nation Building. The History of South-

	Eastern Europe 1914-1990
HY233	Empire and Nation: Britain and India since 1750 (withdrawn 2017/18)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840
HY238	The Cold War and European Integration, 1947-1992
HY239	Latin America and the United States since 1898 (not available 2017/18)
HY240	From Empire to Commonwealth: War, Race and Imperialism in British History, 1780 to 1979.
HY241	What is History? Methods and Debates
HY242	The Soviet Union: Domestic, International and Intellectual History
HY243	Islamic Empires, 1400 - 1800
HY245	The United States and the World since 1776 *
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) * (not available 2017/18)
HY315	The European Enlightenment, c.1680-1799
HY319	Napoleon and Europe
HY320	The Cold War Endgame
HY321	The Struggle for the Persian Gulf, 1945-2003 *
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (not available 2017/18)
HY324	Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945 *
HY325	Retreat from Power: British foreign and defence policy, 1931-68 * (not available 2017/18)
HY326	Slavery, Capital, and Empire in the British World, 1700-1900 (not available 2017/18)
HY327	The Anglo-American Special Relationship, 1939-89 *
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion *
HY329	Independent India: Myths of Freedom and Development
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century
IR200	International Political Theory
IR202	Foreign Policy Analysis 1
IR202.2	Contemporary Foreign Policy in Practice
IR203	International Organisations
IR205	International Security
IR206	International Political Economy *
IR305	Strategic Aspects of International Relations
IR312	Genocide (H) (not available 2017/18)
IR315	The Middle East and International Relations Theory
IR317	American Grand Strategy (H) *
IR318	Visual International Politics (H) *
IR319	Empire and Conflict in World Politics (H) *
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (H) *
IR347	Political Economy of International Labour Migration (H) * (not available 2017/18)
IR354	Governing International Political Economy: Lessons from the Past for the Future (H) *
IR355	Economic Diplomacy (H) *
IR367	Global Environmental Politics (H) *
IR368	The Political Economy of Trade (H) *
IR369	Politics of Money in the World Economy (H) *
LL104	Law of Obligations
LL105	Property I
LL106	Public Law
LL108	Criminal Law
LL201	Administrative Law
LL202	Commercial Contracts *
LL203	Law of Business Associations *
LL204	Advanced Torts *
LL205	Medical Law *
LL207	Civil Liberties and Human Rights *
LL209	Commercial Law
LL210	Information Technology and the Law
LL212	Conflict of Laws *
LL221	Family Law *
LL232	Law and Institutions of the European Union
LL233	Law of Evidence *
LL241	European Legal History
LL242	International Protection of Human Rights *
LL250	Law and The Environment
LL251	Intellectual Property Law
LL257	Labour Law *
LL259	Legal and Social Change since 1750
LL272	Outlines of Modern Criminology
LL275	Property II *
LL278	Public International Law
LL284	Topics in Sentencing and Criminal Justice (H) *
LL293	Taxation
LL295	Media Law
LL300	Competition Law *
LL301	Global Commodities Law *
LL305	Jurisprudence *
LN100	Russian Language and Society 3 (Advanced)
LN101	Russian Language and Society 1 (Beginner)
LN102	Russian Language and Society 2 (Intermediate)
LN104	Mandarin Language and Society 1 (Beginner)
LN110	German Language and Society 3 (Advanced)
LN112	German Language and Society 2 (Intermediate)
LN120	Spanish Language and Society 3 (Advanced)
LN121	Spanish Language and Society 1 (Beginner)
LN122	Spanish Language and Society 2 (Intermediate)
LN130	French Language and Society 3 (Advanced)
LN131	French Language and Society 1 (Beginner)
LN132	French Language and Society 2 (Intermediate)
LN140	Mandarin Language and Society 3 (Advanced)
LN142	Mandarin Language and Society 2 (Intermediate)
LN200	Russian Language and Society 4 (Proficiency)
LN210	German Language and Society 4 (Proficiency)
LN220	Spanish Language and Society 4 (Proficiency)
LN230	French Language and Society 4 (Proficiency)
LN240	Mandarin Language and Society 4 (Proficiency)
LN250	English Literature and Society
LN251	Comparative Literature and Society
LN252	Contemporary Literature and Global Society
LN253	European Literature and Philosophy
LN254	Literature and Aspects of Ethics
LN270	Society and Language: Linguistics for Social Scientists
LN320	Spanish Language and Society 5 (Mastery) (not available 2017/18)
LN330	French Language and Society 5 (Mastery)
LN340	Mandarin Language and Society 5 (Mastery)
MA100	Mathematical Methods
MA103	Introduction to Abstract Mathematics
MA107	Quantitative Methods (Mathematics) *
MA110	Basic Quantitative Methods
MA203	Real Analysis
MA207	Further Quantitative Methods (Mathematics)
MA208	Optimisation Theory
MA209	Differential Equations
MA210	Discrete Mathematics
MA211	Algebra and Number Theory
MA212	Further Mathematical Methods
MA231	Operational Research Methods
MA300	Game Theory
MA301	Game Theory I
MA303	Chaos in Dynamical Systems
MA305	Optimisation in Function Spaces (not available 2017/18)
MA310	Mathematics of Finance and Valuation
MA313	Probability for Finance
MA314	Algorithms and Programming
MA315	Algebra and its Applications
MA316	Graph Theory
MA317	Complex Analysis (H)
MA318	History of Mathematics in Finance and Economics (H)
MA319	Partial Differential Equations (H) *
MA320	Mathematics of Networks (H) *

MA331 Practical Optimisation Modelling (H) (not available 2017/18)
MG203 Organisational Theory and Behaviour (not available 2017/18)
MG205 Econometrics: Theory and Applications
MG206 Firms, Management and Competitive Advantage (H)
MG207 Managerial Economics
MG208 Business Transformation and Project Management (H)
MG209 E-business (H)
MG210 Corporate Social Responsibility and International Labour Standards (H) (not available 2017/18)
MG212 Marketing (H)
MG213 Information Systems (H)
MG214 Human Resource Management (H) *
MG228 Managing the Stone-Age Brain (H)
MG301 Strategy (3rd year only)
MG302 Topics in Management Research (H) (3rd year only)
MG304 Digital Platform Innovation (H) (not available 2017/18)
MG305 Innovation and Technology Management (H)
MG306 Managing Diversity in Organisations (withdrawn 2017/18)
MG307 International Context of Management (H)
MG308 Simulation Modelling and Analysis
MG309 International Human Resource Management (H) * (not available 2017/18)
MG310 Analytics for Strategic Decisions (H)
MG311 Behavioural Decision Science for Management and Policy (H) (not available 2017/18)
MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (H)
MG315 Marketing Action Learning Project (H)
PH101 Logic (not available to BSc in Economics students)
PH103 The Big Questions: An Introduction to Philosophy
PH104 Formal Methods of Philosophical Argumentation
PH201 Philosophy of Science
PH203 Philosophy of the Social Sciences *
PH214 Morality and Values
PH217 Set Theory and Further Logic *
PH221 Problems of Analytic Philosophy
PH222 Philosophy and Public Policy
PH227 Genes, Brains, and Society: Philosophical Issues in the Biomedical Sciences (H)
PH228 Emotion, Cognition and Behaviour: Science and Policy (H)
PH229 Global Justice (H) * (withdrawn 2017/18)
PH230 Einstein for Everyone: From Time Travel to the Edge of the Universe (H)
PH232 Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
PH311 Philosophy of Economics
PH332 Effective Philanthropy: Ethics and Evidence (H)
PS102 Self, Others and Society: Perspectives on Social and Applied Psychology *
PS110 Foundations of Psychological Science (2nd year only) (not available 2017/18)
SA100 Foundations of Social Policy (2nd year only) *
SA101 Sociology and Social Policy (not to be taken by 3rd year Social Policy students) *
SA104 Social Economics, Politics and Policy (only available to 2nd year students who have taken SA100) *
SA105 Crime and Society (not to be taken by 3rd year Social Policy students) (withdrawn 2017/18)
SA201 Research Methods for Social Policy (not to be taken by 2nd or 3rd year Sociology students) *
SA204 Education Policy *
SA217 Psychology of Crime and Criminal Justice
SA218 Criminological Perspectives (not available 2017/18)
SA219 Comparative and International Social Policy *
SA221 Poverty, Social Exclusion and Social Change
SA223 Health and Social Care Policy
SA224 Introduction to Global Population Change (not available 2017/18)
SA250 Demographic Description and Analysis (withdrawn 2017/18)
SA302 Assessing Social Progress (not available 2017/18)
SA303 Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
SA309 Crime Control: Ideas and Controversies
SA320 Comparative and International Social Policy * (withdrawn 2017/18)
SO100 Social Theory
SO102 Statistics in Society
SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology
SO201 Key Issues in Sociological Analysis
SO203 Political Sociology
SO208 Gender and Society
SO210 Crime, Deviance and Control
SO211 Sociology of Health and Medicine (withdrawn 2017/18)
SO221 Researching London: Methods for Social Research
SO224 The Sociology of Race and Ethnicity
SO230 Digital Technology, Speed and Culture (not available 2017/18)
SO231 Knowledge, Power, and Social Change (H) *
SO233 Reactionary Radicalism: Populism and Authoritarianism in the 21st Century (H) *
SO308 Personal Life, Intimacy and the Family
SO309 Atrocity and Justice (H) * (not available 2017/18)
SO310 The Sociology of Elites (H) * (not available 2017/18)
SO311 Law and Violence (H) (3rd year only) *
SO312 Work, Inequality and Society (H) *
SO313 Material Culture and Everyday Life (H)
ST102 Elementary Statistical Theory
ST107 Quantitative Methods (Statistics)
ST108 Statistical Methods for the Social Sciences
ST201 Statistical Models and Data Analysis
ST202 Probability, Distribution Theory and Inference
ST205 Sample Surveys and Experiments (H)
ST226 Actuarial Investigations: Financial
ST227 Survival Models
ST300 Regression and Generalized Linear Models
ST302 Stochastic Processes
ST304 Time Series and Forecasting
ST306 Actuarial Mathematics (General)
ST307 Aspects of Market Research
ST308 Bayesian Inference (H)
ST327 Market Research: An Integrated Approach

Mutually exclusive options (may not be combined)
The following courses may not be taken together i.e. students can only take one or other of the listed courses (and as programme regulations permit):
(H) means a half-unit course
(not available 2017/18) means the course has been suspended and is not available in the 2017/18 academic year

AC100	Elements of Accounting and Finance	***with***	AC104	Elements of Accounting, Financial Institutions and Financial Management ***or***
			FM101	Finance (H)
EC100	Economics A	***with***	EC102	Economics B
EC201	Microeconomic Principles I	***with***	EC202	Microeconomic Principles II
EC220	Introduction to Econometrics	***with***	EC221	Principles of Econometrics
EC220	Introduction to Econometrics ***or***			
EC221	Principles for Econometrics	***with***	ST201	Statistical Models and Data Analysis (H) ***or***
			ST205	Sample Surveys and Experiments (H)
GY240	Research Techniques (Spatial, Social and Environmental	***with***	GY2A0	Research Techniques (Spatial, Social and Environmental)
HY327	The Anglo-American Special Relationship, 1939-89	***with***	HY325	Retreat from Power: British foreign and defence policy, 1931-68 (not available 2017/18)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion		HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion (withdrawn 2017/18)
LL104	Law of Obligations	***with***	LL209	Commercial Law
MA100	Mathematical Methods	***with***	MA110	Basic Quantitative Methods ***or***
			MA107	Quantitative Methods (Mathematics) ***or***
			MA207	Further Quantitative Methods (Mathematics)
MA107	Quantitative Methods (Mathematics) (H) ***and***			
ST107	Quantitative Methods (Statistics) (H)	***with***	MA100	Mathematical Methods ***or***
			MA110	Basic Quantitative Methods ***or***
			ST102	Elementary Statistical Theory
MA110	Basic Quantitative Methods	***with***	MA100	Mathematical Methods ***or***
			MA107	Quantitative Methods (Mathematics)
MA207	Further Quantitative Methods (Mathematics) (H)	***with***	MA100	Mathematical Methods
MA300	Game Theory	***with***	MA301	Game Theory I (H)
MG102	Organisational Behaviour (H) (withdrawn 2017/18)	***with***	MG203	Organisational Theory and Behaviour (not available 2017/18)
MG201	(withdrawn 2017/18) and MG314 (withdrawn 2017/18)	***with***	MG212	Marketing (H)
MG213	Information Systems (H)			
MG214	Human Resource Management (H)			
MG207	Economics for Management	***with***	EC201	Microeconomic Principles I ***or***
			EC202	Microeconomic Principles II
MG303	International Business Strategy and Emerging Markets (H)	***with***	MG307	International Context of Management (H)
SA218	(not available 2017/18) Criminological Perspectives	***with***	SO210	Crime, Deviance and Control
SO309	Atrocity and Justice (H) (not available 2017/18)		IR312	Genocide (H) (not available 2017/18)
ST102	Elementary Statistical Theory	***with***	ST107	Quantitative Methods (Statistics) (H)
ST108	Statistical Methods for the Social Sciences			
ST307	Aspects of Market Research (H)	***with***	ST327	Market Research: An Integrated Approach

Undergraduate Course Guides

Undergraduate Course Guides

AC100
Elements of Accounting and Finance

This information is for the 2017/18 session.

Teacher responsible: Mrs Saipriya Kamath OLD 2.11, Mrs Chrisoulla Constantinou, Dr Yasmine Chahed OLD 3.30 and Dr Elisabetta Bertero OLD.M.2.13
Availability: This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Business Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course cannot be taken with AC104 Elements of Financial Accounting, Management Accounting and Financial Management *or* FM101 Finance.
Course content: Financial accounting: role, nature, scope and limitations of accounting conventions. Regulatory accounting framework. Financial statements: construction, use and interpretation. Group accounting. Legal and economic considerations including elements of taxation. Extending the scope of financial reporting (eg, inflation accounting and reporting, approaches to equity maintenance etc).
Introduction to managerial accounting. The design, use and role of accounting information in the management of organisational activities. Costing and budgeting. The design and use of performance measurement systems.
Introduction to finance. The financial system and flow of funds. Introductory financial formulae. The financial decisions of firms, capital budgeting. The recent global financial turmoil.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 4 hours of lectures and 1 hour of classes in the ST.
Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly; two pieces of written work per terms will be collected during classes for marking and feedback.
Indicative reading: Detailed reading lists will be made available at the beginning of the course. Illustrative texts include Peter Atrill and Eddie McLaney Financial Accounting for Decision Makers, 8th edn, Pearson, 2015; Peter Atrill and Eddie McLaney Management Accounting for Decision Makers, 8th edn, Pearson, 2015; Bodie Z, Merton R & Cleeton C, Financial Economics, 2nd edn, Prentice Hall International, 2009.
Assessment: Exam (100%, duration: 3 hours and 15 minutes) in the main exam period.
The first 15 minutes will be reading time.

AC102 Half Unit
Elements of Financial Accounting

This information is for the 2017/18 session.

Teacher responsible: Mrs Saipriya Kamath OLD 2.11 and Mrs Chrisoulla Constantinou
Availability: This course is compulsory on the BSc in Finance. This course is available on the BSc in Management. This course is not available as an outside option nor to General Course students.
Course content: Financial accounting: role, nature, scope and limitations of accounting conventions. Regulatory accounting framework. Financial statements: construction, use and interpretation. Group accounting. Legal and economic considerations including elements of taxation. Extending the scope of financial reporting (eg inflation accounting and reporting, approaches to equity maintenance, etc).
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 2 hours of lectures in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly; two pieces of written work per term will be collected during classes for marking and feedback.
Indicative reading: Detailed reading lists will be made available at the beginning of the course. Illustrative texts include Peter Atrill and Eddie McLaney *Financial Accounting for Decision Makers*, 8th edn, Pearson, 2015.
Assessment: Exam (100%, duration: 1 hour and 45 minutes) in the main exam period.
The first 15 minutes will be reading time.

AC103 Half Unit
Elements of Management Accounting and Financial Management

This information is for the 2017/18 session.

Teacher responsible: Dr Yasmine Chahed OLD 3.30, Prof Richard Macve OLD 3.11 and Mrs Chrisoulla Constantinou
Availability: This course is available on the BSc in Management. This course is not available as an outside option nor to General Course students.
Course content: Introduction to managerial accounting and financial management. The design, use and role of accounting information in the management and control of organisational activities. Costing and budgeting. Financial institutions and sources of financing. Financial evaluation of decisions in the shorter and longer terms. The design and use of performance measurement systems. Accounting for environmental impacts.
Teaching: 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.
Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking and feedback.
Indicative reading: Detailed reading lists will be made available at the beginning of the course. Illustrative texts include: Peter Atrill and Eddie McLaney, *Management Accounting for Decision Makers*, 8th edn, Pearson (2015); Levinson, M The *Economist* Guide To Financial Markets (6th edition).
Assessment: Exam (100%, duration: 1 hour and 45 minutes) in the main exam period.
The first 15 minutes will be reading time.

AC104
Elements of Accounting, Financial Institutions and Financial Management

This information is for the 2017/18 session.

Teacher responsible: Mrs Saipriya Kamath OLD 2.11, Prof Richard Macve OLD 3.11, Dr Yasmine Chahed OLD 3.30 and Mrs Chrisoulla Constantinou
Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Statistics with Finance. This course is not available as an outside option nor to General Course students.
Course content: Financial accounting section: Financial accounting: role, nature, scope and limitations of accounting conventions. Regulatory accounting framework. Financial statements: construction, use and interpretation. Group

accounting. Legal and economic considerations including elements of taxation. Extending the scope of financial reporting (eg inflation accounting and reporting, approaches to equity maintenance, etc).
Management Accounting, Financial Institutions and Financial Management sections: Introduction to managerial accounting and financial management. The design, use and role of accounting information in the management and control of organisational activities. Costing and budgeting. Financial institutions and sources of financing. The accounts of insurance companies and pension funds. Financial evaluation of decisions in the shorter and longer terms. The design and use of performance measurement systems. Accounting for environmental impacts.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 21 hours of lectures and 10 hours of classes in the LT. 4 hours of lectures and 1 hour of classes in the ST.
Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly; two pieces of work per term will be collected during classes for marking and feedback.
Indicative reading: Detailed reading lists will be made available at the beginning of the course. Illustrative texts include Peter Atrill and Eddie McLaney *Financial Accounting for Decision Makers*, 8th edn, Pearson, 2015; Peter Atrill and Eddie McLaney *Management Accounting for Decision Makers*, 8th edn, Pearson, 2015; Levinson, M The Economist Guide To Financial Markets (6th edition).
Assessment: Exam (100%, duration: 3 hours and 15 minutes) in the main exam period.
The first 15 minutes will be reading time.

AC211
Managerial Accounting

This information is for the 2017/18 session.

Teacher responsible: Dr Tommaso Palermo KSW 3.07 and Mr Per Ahblom OLD 3.13
Availability: This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management and BSc in Statistics with Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Please seek permission from the Accounting Department tutor. This course is also an option for students taking the Diploma in Accounting and Finance.
Pre-requisites: Students must have completed Elements of Accounting and Finance (AC100) or Elements of Management Accounting and Financial Management (AC103) or Elements of Accounting, Financial Institutions and Financial Management (AC104).
Course content: The course analyses the roles and uses of management accounting practices in contemporary organisations and enterprises. Management accounting is extensively involved in the planning, coordination and control of complex organisations and networks of organisations competing on a global scale. The course explores key management accounting concepts and tools, and their economic, strategic, behavioural and organisational underpinnings
The course is organised around four topics.
Management Accounting for Decision Making examines how management accounting information can be used in the context of a variety of short- and long-term decision problems, ranging from costing to pricing, outsourcing and investment appraisal.
Management Accounting and Strategy looks at management accounting change and at the emerging role of management accounting in strategy making.
Management Accounting and Organisational Control examines intra-organisational planning and control issues, focusing on how managerial action is guided by practices such as budgeting, variance analysis and transfer pricing.
Performance Measurement addresses the use of financial and non-financial performance measures in complex organisational and managerial settings, with particular emphasis on their behavioural consequences and the limits of quantification.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.
There will be a 2 hour revision lecture in week 11 of the LT.
This course has a reading week in Week 6 of both MT and LT.
The lecture time in week 6 of the LT will be used to explain the rationales and requirements of a mandatory assignment (a case analysis) that will be carried out in the second half of the LT.
Formative coursework: Students will be required to complete written assignments before each class. Three of these assignments, two in the MT and one in the LT, will be collected and graded by class teachers as part of formative coursework to provide feedback on analytical and writing skills ahead of the final exam. Course work may take the form of an essay, a case analysis or a numerical exercise and may also include in-class presentation and team-based work. Feedback on performance and progress will be provided during class, on written homework assignments, and during office hours.
Indicative reading: Detailed course programmes and reading lists will be distributed before the first lecture of each module. A range of academic papers, professional reports and news articles will be used in the course. Illustrative texts and articles include: Bhimani A, Horngren CT, Datar SM and Rajan MV (2012), Management and cost accounting, 5th edition, FT/Prentice Hall; Shank JK (1996), Analysing technology investments – From NPV to strategic cost management, *Management Accounting Research* 7, 185 – 197; Van der Stede, WA and Palermo, T (2011), Scenario budgeting: Integrating risk and performance, *Finance & Management* 184(1), 10–13; Nocera, J (2009), Risk Mismanagement, *New York Times*, January 2nd; Hall, M (2010). Accounting information and managerial work. *Accounting, Organizations and Society* 35, 301-315.
Assessment: Exam (75%, duration: 2 hours and 15 minutes, reading time: 15 minutes) in the main exam period.
Case analysis (15%) and class participation (10%) in the LT.
The case analysis will require students to work in small groups. Class participation will be assessed based on students' engagement with course activities, including for example in-class discussions and class assignments.

AC310
Management Accounting, Financial Management and Organisational Control

This information is for the 2017/18 session.

Teacher responsible: Ms Nadine de Gannes, OLD 2.23
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management and UBSTWFI. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Available to students on other undergraduate/Diploma programmes with the permission of the Accounting Departmental Tutor.
Pre-requisites: Students must have completed Elements of Accounting and Finance (AC100) or Elements of Management Accounting and Financial Management (AC103) or Elements of Accounting, Financial Institutions and Financial Management (AC104).
Course content: The course addresses contemporary issues in management accounting, financial management, and organisational control. The course consists of four modules, all of which are taught by faculty with specific expertise in the area. The exact composition of the course may vary from year to

year, but issues which are typically addressed include financial controls, organisational structures, performance measurement and incentive systems, budgetary control and public-sector and non-profit financial management.
The Function of management control systems: The course starts with the study of the quintessential role of management control systems in decentralised organisations, with a focus on the measurement and evaluation of the performance of organisational entities and their managers. Focusing on financial control systems, this module analyses issues related to financial target setting (as part of organisations' planning and budgeting processes), performance measurement and evaluation, and the assignment of various forms of organisational rewards, such as bonuses and promotions.
Management accounting, budgets and behaviour: Building on the first module, this module focuses primarily on budgeting issues and on understanding how budgets impact employee behaviours and their decisions and actions. This module also discusses "beyond budgeting" and capital budgeting. This is done through the lens of different organisational theories, including contingency theory.
Accounting in non-governmental organisations: Many of the concepts from the prior two modules are then studied in the context of NGOs, including measuring the performance and effectiveness of NGOs, the use of 'business-like' management control and financial management systems (like budgets), the evaluation of programme efficiency and impact, and the accountability to donors and beneficiaries.
Accounting in the new public sector: The final module studies management accounting and financial management in the 'new public sector', including performance measurement, cost accounting, cost management and pricing; the roles of accounting controls in the health system reforms in the UK and elsewhere.
Teaching: The first half of MT will comprise 10 hours of lectures and 5 hours of classes. The second half of MT, the module on 'Accounting in non-governmental organisations' is taught using a 'flipped-lecture' approach, with a series of on-line lectures, and five 2-hour classes. In LT, there will be 20 hours of lectures and 9 hours of classes. Please note that there is no Reading Week in AC310 in either term.
Formative coursework: Case studies and applications will be used extensively. Students will be expected to present cases and contribute to in-class discussions. Students will also be expected to produce four written assignments; two in MT and two in LT. Assignment 2 in MT and Assignment 4 in LT will count towards the final mark in the course.
Indicative reading: Detailed reading lists will be distributed at the start of each Module of the course. Illustrative references include: Bhimani and Bromwich, *Management Accounting: Retrospect and Prospect*, Elsevier/CIMA (2009); Bhimani, *Contemporary Issues in Management Accounting*, OUP (2006); Olson, Guthrie & Humphrey (Eds), *Global Warning: Debating International Developments in New Public Financial Management*, Cappelan Akademisk Forlag As, Oslo (1998); Merchant & Van der Stede, *Management Control Systems: Performance Measurement, Evaluation and Incentives*, FT/Prentice Hall (2012).
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
Coursework (20%) in the MT and LT.
Exam (80%, duration: 3 hours) in the main exam period; the other 20% of the mark will be based on the two summative assignments submitted during the year. Assignment 2 (MT) and Assignment 4 (LT) will each count for 10% of the final mark for this course.

AC330
Financial Accounting, Analysis and Valuation.

This information is for the 2017/18 session.

Teacher responsible: Dr Vasiliki Athanasakou OLD 2.20, Dr Stefano Cascino OLD 3.32 and Prof Richard Macve OLD 3.11
Availability: This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, BSc in Statistics with Finance and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
The course is available as an outside option, subject to the course leader's permission, if students have achieved a sufficient standard of performance in the pre-requisite course **AC100 Elements of Accounting and Finance** or **AC102 Elements of Financial Accounting** or **AC104 Elements of Accounting, Financial Institutions and Financial Management** or equivalent.
Pre-requisites: Students must have completed AC100 Elements of Accounting and Finance, or AC102 Elements of Financial Accounting, or AC104 Elements of Accounting, Financial Institutions and Financial Management.
Course content: The course addresses the theory and practice of financial reporting. Accounting practices are examined in the light of historical development, regulatory requirements, theories of income and capital and other approaches to accounting theory and to the use of accounting information in business analysis and valuation.
Financial accounting with particular reference to company accounts. Issues in financial accounting including accounting for business combinations under International Accounting Standards. Implications of empirical research into stock market effects of management choice of accounting policies. Business analysis and valuation. Regulation of financial reporting. International standardisation of accounting practice. A conceptual framework for financial reporting. The measurement of income, costs and depreciation. The valuation of assets. Accounting for changing prices. Further details will be given at the start of the course.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 11 hours of classes in the LT.
There will be a revision class in week 1 of ST.
Formative coursework: Students should prepare weekly written work for class discussion. At least two pieces per term will be collected for marking and some of these assignments will count towards the final mark for the course.
Indicative reading: Detailed reading lists of books and journal articles will be provided during the course. No one book covers the entire course. Recommended books include Whittington, G, *Inflation Accounting: an introduction to the debate*, CUP (1983); Baxter, WT, *Inflation Accounting*, Oxford, Philip Allan, (1984); Beaver, WH, *Financial Reporting: An Accounting Revolution*, Prentice-Hall (1998); Palepu, KG, Healy, PM, Bernard, VL and Peek, E, *Business Analysis and Valuation*: IFRS Edition, Thomson (2013).
Assessment: Exam (80%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Other (10%) in the MT.
Other (10%) in the LT.
The two other assessments are presentation/essay assignments comprising group work (total 20%).

AC340
Auditing, Governance and Risk Management

This information is for the 2017/18 session.

Teacher responsible: Dr Liisa Kurunmaki KSW 3.04, Dr Nadia Matringe KSW 3.05 and Dr Julia Morley OLD 3.09
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Statistics with Finance and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Elements of Accounting and Finance (AC100) or Elements of Financial Accounting (AC102) or Elements of Accounting, Financial

Institutions and Financial Management (AC104). Elements of Management Accounting and Financial Management (AC103) is recommended to complement AC102, but not required.
Course content: The course provides a critical analysis of auditing practices and their role in organisational governance and risk management. Auditing is demanded by, and provides assurance to, a variety of internal and external stakeholders, including corporate shareholders and regulators. As societal demands for accountability have increased, auditing has become both more important and more regulated itself. Auditing also remains controversial and this course will address contemporary debates. The course addresses the theoretical basis of auditing, its role as a risk management function, its practical methodologies and its legal, professional and social environment. The course is divided into four modules.
Internal Control and Risk Management critically examines recent developments in risk management and internal control practices, including the role of internal auditing and the problem of reporting on the effectiveness of control systems.
Corporate Financial Audit provides a basic overview and introduction to corporate auditing theory and practice. The module investigates the roles of corporate financial audit in contemporary society; discusses issues related to the collection of audit evidence and assurance of audit quality; and analyses recent national and international developments in audit regulation and standard setting.
Public Sector Auditing and Accounting considers variants of the audit function in the public sector context, such as value for money auditing.
Sustainability Accounting and Auditing addresses the broader accountability framework of the corporation and related environmental and social accounting and auditing issues. While the primary focus of the course is upon UK practice, international comparisons will also be made. There is also an intention to run a small number of practitioner lectures during the 2014-15 session. Further details will be provided at the start of the session.
Teaching: 15 hours of lectures and 8 hours of classes in the MT. 10 hours of lectures and 8 hours of classes in the LT. 2 hours of lectures in the ST.
There will be a reading week in week 6 of both MT and LT.
Formative coursework: Students will be expected to produce a minimum of four written essays per year and one class presentation. All students will be expected to contribute to class discussion. Feedback on performance and progress will be provided during class, on written homework assignments, and during office hours.
The two written assignments with the highest marks will count towards the final mark for the course.
Indicative reading: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following: Gray I, & Manson S, *The Audit Process*, Thomson, 2011; and refer to Power M, *The Audit Explosion*, Demos, 1996 and The Audit Society, OUP, 1999, Flint D, Philosophy and principles of auditing : an introduction, Macmillan Education,1988. Background reading for the fourth module may be found in Henriques, A, Corporate Truth: The Limits to Transparency (Earthscan 2007). Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course.
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
Other (20%) in the MT and LT.
The exam will be in the main exam period; the other 20% of the mark will be based on two of the four formative written assignments submitted during the year. The two assignments with the highest marks from the four submitted pieces of work will each count for 10% of the final mark for this course.
AC340 Mazars Prize
The international accounting firm, Mazars, sponsors a prize for the best examination performance in AC340. The prize has a value of £200 and is awarded at the end of the examination period each year.

AN100
Introduction to Social Anthropology

This information is for the 2017/18 session.

Teacher responsible: Dr Catherine Allerton OLD 6.13
Prof Katy Gardner OLD 5.07
Availability: This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BSc in Environment and Development. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides a general introduction to Social Anthropology as the comparative study of human societies and cultures.
The Michaelmas Term will explore the relationship between nature and culture, drawing on classic and contemporary debates about human difference and similarity. For example: How do people understand birth and death? How are humans different to other animals, and what is the significance of language?
The Lent term will address institutions and concepts that shape society in various contexts including: love and kinship, space, place and belonging, ethnicity and migration and different forms of inequality and hiearchy.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
This course has a reading week in Week 6 of both the MT and LT.
Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: R Astuti et al (eds.), *Questions of Anthropology* (2007). M Bloch, *Prey into Hunter* (1996). M Carrithers, *Why Humans Have Cultures* (1992). T Eriksen, *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (2001). J Carsten, *The Heat of the Hearth* (1997). P Bourgois, *In Search of Respect: Selling Crack in El Barrio* (2003).
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (15%, 2500 words) in the MT.
Essay (15%, 2500 words) in the LT.

AN101
Ethnography and Theory: Selected Texts

This information is for the 2017/18 session.

Teacher responsible: Dr Harry Walker OLD 5.06B and Prof Matthew Engelke OLD 6.12
Availability: This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course discusses important aspects of anthropological and sociological theory in relation to modern ethnographic texts. It ranges from the classical social theory by Marx, Durkheim and Weber to the most recent theoretical advances in the discipline. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
This course has a reading week in Week 6 of both MT and LT.
Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students

taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: R Aron, *Main Currents in Sociological Thought*; A Giddens, *Capitalism and Social Theory*; R Nisbet, *The Sociological Tradition*; L Coser & B Rosenberg, *Sociological Theory: a Book of Readings*; K Morrison, *Marx, Durkheim, Weber*; R Borofsky (Ed), *Assessing Cultural Anthropology*; C Geertz, *The Interpretation of Cultures*; GW Stocking, *Observers Observed*; GW Stocking, *Victorian Anthropology*; B Malinowski *Argonauts of the Western Pacific*; R Benedict, *Patterns of Culture*; E E Evans-Pritchard, *Witchcraft oracles and magic among the Azande*; V Turner, *The Forest of Symbols*; M Sahlins, *Culture and Practical Reason*; J Clifford *The Predicament of Culture*; M Engelke, *Think like an anthropologist*. Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (15%, 2500 words) in the MT.
Essay (15%, 2500 words) in the LT.

AN102
Anthropology, Text and Film

This information is for the 2017/18 session.

Teacher responsible: Dr Nicholas Long OLD 6.14
Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides training in the reading and interpretation of visual and textual anthropology. It introduces students to detailed, holistic study of social and cultural practices within particular geographic and historical contexts, and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will have both a detailed knowledge of three important texts, and also have a rounded view of the three settings studied. They will also have developed the capacity to think critically about ethnographic writing and film-making. In addition, the course aims to enable students to examine in detail the process by which ethnographic texts are produced. The course brings students to a closer understanding of anthropological fieldwork and evidence, and the way in which it relates to the forms of knowledge and insight generated by other genres of social scientific enquiry, documentary, and art. Students will usually read three book-length ethnographic accounts (or the equivalent) per term, and will study a film (or pictorial, architectural or other visual material) associated with each text.
Teaching: 5 hours of lectures, 6 hours of lectures, 4 hours and 30 minutes of seminars and 7 hours of classes in the MT. 4 hours of lectures, 9 hours of lectures, 4 hours and 30 minutes of seminars and 7 hours of classes in the LT.
This course has a reading week in Week 6 of both MT and LT.
Formative coursework: Students will be required to read the three set texts per term, approximately 1/3 text (two-four chapters) each week, and it will be essential to do this in order to pass this course. The emphasis in classes and seminars will be on developing students' abilities to read and analyse texts as a whole, and to relate them to the other material offered on the course. Supplementary readings may be provided during the term. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher
Indicative reading: Detailed reading lists (including this year's set texts) will be provided at the beginning of the course.
For a general introduction to issues covered in the course, see the following: Engelke, M., ed. 2009. The Objects of Evidence: Anthropological Approaches to the Production of Knowledge. Oxford: Wiley-Blackwell. Grimshaw, A., and A. Ravetz. 2009. Observational Cinema: Anthropology, Film, and the Exploration of Social Life. Bloomington: Indiana University Press. MacDonald, S. 2013. American Ethnographic Film and Personal Documentary: The Cambridge Turn. Berkeley: University of California Press. Marcus, G. E., and M. M. J. Fischer. 1986. Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences Chicago: University of Chicago Press. Wolf, M. 1992. A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility. Stanford: Stanford University Press.
Assessment: Coursework (100%, 6000 words) in the MT and LT. All students will produce a portfolio of position pieces (worth 100% of the total mark), to which they are expected to make a contribution after each cycle. Portfolios will be assessed periodically throughout the year, with the final grade determined at the end of Lent Term.

AN200
The Anthropology of Kinship, Sex and Gender

This information is for the 2017/18 session.

Teacher responsible: Dr Nicholas Long OLD 6.14 and Dr Catherine Allerton OLD 6.13
Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides an examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', 'the person', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on kinship, relatedness, sex and gender, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
This course has a reading week in Week 6 of both MT and LT.
Formative coursework: Students are expected to prepare material for discussion in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: Carsten, J. *After Kinship* (2003); Chodorow, N. T*he Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Levi-Strauss, C. *The Elementary Structures of Kinship* (1969); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Schneider, D. *A Critique of the Study of Kinship* (1984); Stone, L. *Kinship and Gender: An Introduction* (2006).
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (15%, 2500 words) in the MT.
Essay (15%, 2500 words) in the LT.

AN205 Half Unit
The Anthropology of Melanesia

This information is for the 2017/18 session.

Teacher responsible: Dr Michael W. Scott, OLD 6.16
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides an introduction to selected themes in the anthropology of the region in the Southwest Pacific Ocean known as Melanesia. It gives students a grounding in the contemporary anthropology of the region, primarily through a close reading of three book-length ethnographies.
The three ethnographies, which are all new since 2013, are Christopher Wright's *The Echo of Things*, an account of what photography means to people in the western Solomon Islands; Alice Street's *Biomedicine in an Unstable Place*, an analysis of how persons and diseases are made visible or invisible in a hospital on the north coast of Papua New Guinea; and Alex Golub's *Leviathans at the Gold Mine*, a study of the relationship between indigenous landowners and a large international gold mine in their valley in the highlands of New Guinea.
These ethnographies not only provide students with focused accounts of three very different contexts in Melanesia, they also address histories, dynamics, and concerns familiar to people living throughout the region. Furthermore, because the three authors draw on different intellectual antecedents and disciplinary traditions, their work provides an entree into the most influential theoretical debates animating Pacific anthropology today.
Topics to be traced throughout the course include personhood and bodies, kinship and sociality, religion and cosmology, technology and infrastructure, development, globalization, and the state. The readings will be supplemented by ethnographic films and a visit to the British Museum.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. This course has a reading week in Week 6 of MT.
Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: Christopher Wright, *The Echo of Things: The Lives of Photographs in the Solomon Islands* (2013); Alice Street, *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital* (2014); Alex Golub, *Leviathans at the Gold Mine: Creating Indigenous and Corporate Actors in Papua New Guinea* (2014).
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the MT.

AN216 Half Unit
Cognition and Anthropology: Human Development in Cultural Environments

This information is for the 2017/18 session.

Teacher responsible: Prof Rita Astuti OLD 6.11
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher
Course content: The course will examine the contribution that the study of human psychology can make to anthropology.
After discussing why anthropologists should pay attention to psychology and why psychologists should pay attention to anthropology, we will examine a range of psychological findings (for example, on infant's knowledge of the physical and mental world) and their relevance to anthropology.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. This course has a reading week in Week 6 of MT.
Formative coursework: Students are expected to prepare discussion material for presentation in the classes. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: C Strauss and N Quinn, *A Cognitive Theory of Cultural Meaning* (1997); M Bloch, *How We Think They Think* (1998); D Sperber, *Explaining Culture* (1996); M Cole, *Cultural Psychology* (1996); M Tomasello, *The Cultural Origins of Human Cognition* (1999); P Boyer, *Religion Explained* (2001). Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (70%, duration: 2 hours) in the main exam period. Essay (30%, 2500 words) in the MT.

AN221 Half Unit Not available in 2017/18
The Anthropology of Christianity

This information is for the 2017/18 session.

Teacher responsible: Dr Fenella Cannell OLD 6.07
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The ethnography of local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology. The course will examine a number of anthropological and historical studies of local forms of Christianity, from a range including local forms of Catholicism, Mormonism, contemporary and historical Protestantisms including American Protestant forms and 'heretical' and other unorthodox Christianities. The course asks why anthropologists shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, had become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, conversion and the appropriation of Christian doctrines by local populations, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christian texts, and Scriptural reading practices, Christian objects and materialities, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Where possible, the course will include a student fieldwork weekend and forms of reflection and reporting on that experience. Please check with the course teacher in any given year whether this is planned as part of the year's programme.
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher. Students are asked to participate in the fieldwork trip in years when this is available (please note that costs

will be kept to a minimum and consideration will be given in any cases of financial hardship). Fieldnotes and other materials will be prepared by fieldtrip participants.
Indicative reading: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Ileto, *Pasyon and Revolution: Popular Movements in the Phillippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*. Detailed reading lists are provided at the beginning of the course.
Assessment: Essay (30%, 2500 words) in the LT.
Take home exam (70%) in the ST.

AN223 Half Unit Not available in 2017/18
The Anthropology of Southeast Asia

This information is for the 2017/18 session.

Teacher responsible: Dr Nicholas Long OLD 6.14
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course will introduce students to selected theoretical and ethnographic issues in the history and contemporary life of Southeast Asia (including Burma/Myanmar, Cambodia, Indonesia, Laos, Malaysia, Singapore, Thailand, The Philippines, and Vietnam).
The alleged distinctiveness of Southeast Asian gender relations, political leadership, and experiences of self and emotion have led to ethnographic studies of the region making major contributions to the anthropology of the state, sovereignty, globalisation, gender, identity, violence, and mental health. By providing a strong grounding in regional ethnographic materials, this course will equip students to critically evaluate such contributions and to consider possible further contributions that studies of Southeast Asia might make to anthropological debates. The course will also examine how anthropologists have responded to the interpretive challenges presented by selected aspects of Southeast Asia's social and political life, such as the legacies of mass violence (e.g. the Cambodian genocide, the Vietnam War, or Indonesia's massacre of suspected communists), its ethnic and religious pluralism, and the impact of international tourism.
The course also contains a strong visual anthropology element: each week's lecture will be paired with a film screening, and students will be encouraged to examine whether and how this visual material contributes to, o indeed reframes, the theoretical debates at hand.
Upon successful completion of the course, students will be able to:
1. Describe the key features of Southeast Asian social and cultural systems, and identify their similarities and differences with social and cultural systems in other world regions.
2. Describe key events and patterns in Southeast Asia's history, and evaluate the extent to which these influence contemporary social phenomena in the region.
3. Describe and evaluate the most influential paradigms that have been developed in anthropological studies of Southeast Asia over the past 60 years.
4. Apply anthropological concepts and theories to ethnographic materials from Southeast Asia, and evaluate the results.
5. Apply anthropological research findings and theories to social and policy issues in Southeast Asia.
6. Locate and use research findings from Southeast Asia in order to participate in, or advance the terms of, wider disciplinary debates.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Film screenings will also take place throughout the term.
Formative coursework: Students are expected to prepare material for discussion in the classes. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: Useful histories of Southeast Asia / Southeast Asian anthropology M.C. Ricklefs, B. Lockhart, A. Lau, P. Reyes, and M.A. Thwin, *A New History of Southeast Asia* (2010); V.T. King and W.D. Wilder, *The Modern Anthropology of South-East Asia: An introduction* (2003). Ethnographies Barker, J., E. Harms, and J. Lindquist, eds. 2014. Figures of Southeast Asian Modernity. Honolulu: University of Hawai'i Press. Hinton, A. L. 2005. Why Did They Kill? Cambodia in the Shadow of Genocide. Berkeley: University of California Press. Keeler, W. 1987. Javanese Shadow Plays, Javanese Selves. Princeton: Princeton University Press. Langford, J. M. 2013. Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile. Minneapolis: University of Minnesota Press. Long, N. J. 2013. Being Malay in Indonesia: Histories, Hopes and Citizenship in the Riau Archipelago. Copenhagen: NIAS Press. Peletz, M. G. 2009. Gender Pluralism: Southeast Asia since Early Modern Times. London & New York: Routledge. Schwenkel, C. 2009. The American War in Contemporary Vietnam: Transnational Remembrance and Representation. Bloomington: Indiana University Press. Scott, J. C. 2009. The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia. New Haven & London: Yale University Press. Sloane, P. 1999. Islam, Modernity and Entrepreneurship among the Malays. Basingstoke: Macmillan.
Detailed reading lists are provided at the beginning of the course.
Assessment: Take home exam (100%) in the ST.

AN226
Political and Legal Anthropology

This information is for the 2017/18 session.

Teacher responsible: Dr Mukulika Banerjee OLD 5.09 and Ms Insa Koch NAB 7.17
Availability: This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography. The development of political and legal anthropology and their key concepts including forms of authority; forms of knowledge and power; political competition and conflict; colonial transformation of indigenous norms; writing legal ethnography of the 'other'; folk concepts of justice; the theory of legal pluralism; accommodation of religious practices in secular laws of European states.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
This course has a reading week in Week 6 of MT and LT.
Formative coursework: Students are expected to prepare discussion material for presentation in the classes.
Indicative reading: Gledhill, J, 1994, *Power and its Disguises*; Leach, E, 1954, *The Political Systems of Highland Burma*; Sharma, A and Gupta, A, 2006, *The Anthropology of the State*; Verdery, K, 1999, *The Political Lives of Dead Bodies*; Moore, S F, 1978, *Law as Process*; Malinowski, B, 1916, *Crime and Custom in Savage Society*; Bohannan, P, 1957, *Justice and Judgement among the Tiv*; Comaroff J and Roberts S, 1981, *Rules and Processes*. Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (70%, duration: 3 hours) in the main exam

period.
Essay (15%, 2500 words) in the MT.
Essay (15%, 2500 words) in the LT.
Students are required to write an assessment essay of 2000-2500 words in Michaelmas and Lent Term (15% each).

AN237 Half Unit
The Anthropology of Development

This information is for the 2017/18 session.

Teacher responsible: Professor Katy Gardner OLD 5.07
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course considers a range of contributions made by anthropologists to the analysis of development. It assesses the reconcilability of two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the 'anthropology of development', comprising a series of critiques of development theory and practice by anthropologists. It examines the historical background, showing how development and its discourses were made in the wake of the colonial encounter and exploring the role played by anthropologists in this process. Critiques of both state-planned and market-driven development are considered and weighed against the ethnographic evidence, and anthropological studies of development organisations, institutions and 'the aid industry' considered. The anthropology of planning and policy; actor-centred perspectives on development; NGOs and participatory approaches; microcredit and gender; and religion and development, are among the topics explored. Regional ethnographies used include those from various parts of Southern and West Africa, China, Latin America, South and South-East Asia.
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
This course has a reading week in Week 6 of MT.
Formative coursework: Students are expected to prepare discussion material for presentation in the classes. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher. Towards the end of the term the students will also have the opportunity to answer a quiz on the key concepts covered in the course which will be marked by the course teacher.
Indicative reading: F Cooper and R Packard (Eds), *International Development and the Social Sciences* (1997); A Escobar, *Encountering Development: the making and unmaking of the third world* (1995); J Ferguson, *The Anti-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); D Freeman (ed), *Pentecostalism and Development: Churches, NGOs and Social Change in Africa* (2012); K Gardner and D Lewis, *Anthropology, Development and the Post-modern challenge* (1996); K Gardner, *Discordant Development: Global Capitalism and the Struggle for Connection in Bangladesh* (2012); R D Grillo and R L Stirrat, *Discourses of Development: anthropological perspectives*, Berg, Oxford; S Gudeman, *The Anthropology of Economy* (2001) Oxford, Blackwells; N Long, *Development Sociology: Actor Perspectives* (2001), London, Routledge; D Mosse, *Cultivating Development: an ethnography of aid policy and practice* (2004), London, Pluto Press; J Rapley, *Understanding Development: Theory and Practice in the Third World* (1996); A F Lynne Reiner Robertson, *People and the State: an anthropology of planned development* (1984), Cambridge, Cambridge University Press; A Shah, *In the Shadows of the State: Indigenous Politics, Environmentalism, and Insurgency in Jharkhand, India* (2010). Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the MT.
The assessed essay must be between 2,000 – 2,500 words in length.

AN238 Half Unit Not available in 2017/18
Anthropology and Human Rights

This information is for the 2017/18 session.

Teacher responsible: Prof Matthew Engelke OLD 6.12
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher
Course content: The tension between respect for 'local cultures' and 'universal rights' is a pressing concern within human rights activism. For well over two decades, anthropologists have been increasingly involved in these discussions, working to situate their understandings of cultural relativism within a broader framework of social justice. This course explores the contributions of anthropology to the theoretical and practical concerns of human rights work. The term begins by reading a number of key human rights documents and theoretical texts. These readings are followed by selections in anthropology on the concepts of relativism and culture as well as other key frameworks, such as identity and violence. Students will then be asked to relate their understandings of human rights to the historical and cultural dimensions of particular cases, addressing such questions as the nature of humanity, historical conceptions of the individual, colonialism and imperialism, the limits of relativism, and the relationship between human rights in theory and in practice. Case studies focus on Africa and Latin America.
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
Formative coursework: Students are expected to prepare discussion material for classes/seminars and are required to write an assessment essay. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: E Messer, 'Anthropology and Human Rights' Annual Review of Anthropology 1993; J Cowan et al (Eds), Culture and Rights: Anthropological Perspectives; R Wilson (Ed), Human Rights, Culture, and Context: Anthropological Perspectives; T Turner, 'Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics' Journal of Anthropological Research 1997; T Asad, Formations of the Secular; P Farmer, 'On Structural Violence', Current Anthropology 1999; M Mamdani, When victims become killers; C Taylor, Sacrifice as Terror; R Menchu, I, Rigoberta Menchu. Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the LT.
The assessed essay must be between 2,000 – 2,500 words in length.

AN240 Half Unit Not available in 2017/18
Investigating the Philippines - New Approaches and Ethnographic Contexts

This information is for the 2017/18 session.

Teacher responsible: Dr Fenella Cannell OLD 6.07
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other

programmes where regulations permit and to General Course students.
This course is most suitable for second and third year students but interested first year external students may seek an exemption. Also available to General Course students.
Course content: This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent rennaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US. The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year) ; Migration, 'mail-order' brides, and the Philippine diaspora ; New religious movements: Philippine colonialism and the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism.
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students are expected to prepare discussion material for classes/seminars. Students in the Anthropology Department have the opportunity to submit non-assessed essays to their tutor. Students external to the Department may submit a short piece of written work to the course teacher by arrangement.
Indicative reading: Selected texts: Renato Rosaldo Ilongot Headhunters; Vicente Rafael Contracting Christianity; Fenella Cannell Power and Intimacy in the Christian Philippines; Sally-Ann Ness Where Asia Smiles; Heather L. Claussen, Unconventual Sisterhood; J.Neil C. Garcia Philippine Gay Culture: the Last Thirty Years; M. F. Manalansan Global Divas: Filipino Gay Men in the Diaspora; Vicente Rafael White Love and Other Events in Filipino History; Evelyn Tan Cullemar Babaylanism in Negros; Benito M Vergera Displaying Filipinos: Photography and Colonialism in Early 20th Century Philippines; Renaldo Clemena Ileto Pasyon and Revolution; K.F. Wiegele, Investing in Miracles: El Shaddai and the Transformation of Popular Catholicism in the Philippines; Nicole Constable Maid to Order in Hong Kong; Albert Alejo Generating Energies in Mount Apo: Cultural Politics in a Contested Environment; Catherine Ceniza Choy Empire of Care: Nursing and Migration in Filipino American History; Esther C.M. Yau and Kyung Hyun Kim Asia/Pacific Cinema; Caroline S. Hau, Necessary Fictions; Philippine Literature and the Nation. Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the LT.
The assessed essay must be between 2,000 – 2,500 words in length.

AN243 Half Unit Not available in 2017/18 Children and Youth in Contemporary Ethnography

This information is for the 2017/18 session.

Teacher responsible: Dr Catherine Allerton OLD 6.13
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Undergraduates taking this course should normally have completed an introductory course in anthropology unless granted exemption by the course teacher.
Course content: For much of its history, and with some notable exceptions, anthropology has paid little serious attention to children. However, recent years have seen a growing interest in both 'childhood' as a historical and social construction, and in children's engagement with their own social worlds. This course aims to introduce students to emerging ethnographic work on children and youth, in order to explore both its theoretical and methodological challenges. Ethnographic studies will cover a wide range of societies and regions, including anthropological work on children and childhood in the US and UK. The course will begin with an investigation of children's place in anthropology, including early anthropological work on 'Culture and Personality' and 'child socialisation'. The course will then move to consider a variety of topics that have been the focus of recent ethnographic study. These may include: children's play, childhood identities and kinship, education and schooling, youth cultures and globalization, children's work, street children and children's competencies in contexts of crisis, including war.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. Weekly lectures and classes in the Lent Term. Film screenings in the Lent Term.
Formative coursework: In addition to preparing discussion material for classes, students will normally write one tutorial essay for the course. Non-Anthropology students taking this course may submit an essay to the teacher responsible.
Indicative reading: RA LeVine and RS New (eds) 2008. *Anthropology and child development: a cross-cultural reader*; N Scheper-Hughes and C Sargent (eds) 1998. *Small wars: the cultural politics of childhood*; KF Olwig and E Gullov (eds) 2003. *Children's Places: Cross-cultural perspectives*; D Durham and J Cole (eds) 2006. *Generations and globalization: youth, age and family in the new world economy*; M Liebel. 2004. *A will of their own: cross cultural perspectives on working children*; V Amit-Talai and H Wulff (eds) 1995. *Youth cultures: a cross-cultural perspective*; A James. 1993. *Childhood identities: self and social relationships in the experience of the child*; J Boyden and J de Berry (eds) 2004. *Children and youth on the frontline: ethnography, armed conflict and displacement*; BA Levinson, DE Foley and DC Holland (eds) 1996. *The cultural production of the educated person: critical ethnographies of schooling and local practice*; H Montgomery. 2009. *An introduction to childhood: anthropological perspectives on children's lives*.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the LT.

AN244 Half Unit Not available in 2017/18 Anthropology and Media

This information is for the 2017/18 session.

Teacher responsible: Prof Matthew Engelke 6.12
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course introduces students to anthropological analyses of media, including books and other printed texts, photography, radio, television, film, and the internet. Although 'the anthropology of media' is often understood to be a relatively new subfield, there has been a long-standing interest in media technologies within the discipline. There is also an important manner, from an anthropological point of view, in which

'media technologies' have to be understood not only as these cultural artefacts (radio, film) but also the more elementary senses they express (hearing, sight, etc). We therefore investigate media both as a broad conceptual category and as specific technologies of communication. The course begins with a historical overview of anthropologists' investigations of media technologies, broadly construed. We then move on to consider ethnographic case studies of media in context. Examples may include: photography in India, radio in Zambia, television and cassette circulation in Egypt, mobile phones in Jamaica, book groups in England, and 'indigenous video' in Brazil and Australia. Throughout the course, these case studies are framed in relation to some of the key theoretical debates that have shaped media studies in anthropology and related disciplines since the 1930s. Some attention is also given to the methodological problems involved in studying media, especially the extent to which it challenges the possibility of conducting fieldwork by participant observation.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking the course, a formative essay may be submitted to the course teacher.
Indicative reading: *Domestication of the Savage Mind* (J Goody); *Imagined Communities* (B Anderson); *'The Work of Art in the Age of Mechanical Reproduction'* (W Benjamin); *Media Worlds* (F Ginsburg, L Abu-Lughod, and B Larkin, eds); *Understanding Media* (M McLuhan); *Understanding Media* (D Boyer); *'Anthropology and the Mass Media'* (D Spitulnik); *'Anthropology and its contributions to studies of Mass Media'* (S Dickey); *Media Rituals* (N Couldry); *A Voice: And Nothing More* (M Dolar); *The Presence of the Word* (W Ong).
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the LT.

AN245 Half Unit
Borders and Boundaries: Ethnographic Approaches

This information is for the 2017/18 session.

Teacher responsible: Dr Mathijs Pelkmans OLD 5.08
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: How do territorial borders influence human behaviour and thinking, and how, in turn, do people, create, manage, and manipulate such borders? These question have become pressing with the intensification and politicisation of global interconnectedness. While a few decades ago the tearing down of the Berlin Wall seemed to herald a border-less world, todays the loudest politicians promise to create "huge, great, great, beautiful walls." This course studies the numerous tensions accompanying global interconnectedness. Why is it so difficult to make borders impermeable? How do smuggling networks operate? What does the world look like from the perspective of undocumented migrants? What are the effects of new border fortification technologies? What is it like to live in a gated community? Are people boundary-drawing creatures? Why do borders play a central role in images of utopia? Why is it silly yet productive to ask: where is the border between Europe and Asia? These and other questions will be discussed by situating ourselves ethnographically in the borderlands, potentially making us realise that "the frontier is all around us."
Teaching: 10 hours of lectures and 10 hours of classes in the MT. This course has a reading week in Week 6 of MT.
Formative coursework: Students are expected to prepare discussion materials for presentation in the classes. They will also have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.
Indicative reading: Andersson, R. (2014). Illegality, Inc.: Clandestine migration and the business of bordering Europe; Berdahl, D. (1999). Where the world ended: Re-unification and identity in the German borderland; Hastings, D., and T. Wilson (1999). Borders: Frontiers of identity, nation and state; Khosravi, S. (2010). 'Illegal' traveller: an auto-ethnography of borders. Low, S. (2004). Behind the gates: Life, security, and the pursuit of happiness in fortress America; Pelkmans, M. (2006). Defending the border: identity, religion, and modernity in the Republic of Georgia; Reeves, M. (2014). Border work: spatial lives of the state in rural Central Asia.
Assessment: Take home exam (100%) in the MT.
The take home exam will be held the week following the end of the MT.

AN247 Half Unit Not available in 2017/18
The Anthropology of Ontology

This information is for the 2017/18 session.

Teacher responsible: Dr Michael W. Scott OLD6.16
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: In Western thought, the study of the nature of being itself (Greek *ontos*), including theories about how things come into being and how they are related to one another, is known as ontology. Building on, but broadening the scope of this Western tradition, the growing anthropological literature on questions of being seeks to document ethnographically and model theoretically the many different ontologies, or lived realities, that shape social practice in diverse historical, geographic, and cultural contexts. Twenty-first century anthropology has seen an 'ontological turn', or more broadly, the emergence of 'the anthropology of ontology' as a recognized sub-field. Increasingly, there is a convergence of anthropological discourses around the concept of ontology, yet there is no unified approach to this topic. The anthropology of ontology remains a set of loosely linked discussions. Working in different geographical regions and drawing on different intellectual antecedents, anthropologists interested in questions of being have developed different analytical vocabularies and models that are now in need of comparison and mutual interpretation. This course provides an orientation to the various backgrounds and points of similarity and difference that constitute this emergent sub-field. Through ethnographic readings from such contexts as Aboriginal Australia, Amazonia, Central Asia, China, Melanesia, Native Alaska, Polynesia, and the history of science, the course takes a comparative approach to the exploration of different ontologies and their relationship to practice, cultural change, ethics, and social conflict.
Questions and topics covered include: the relationship between ontology and cosmology; where and how - beyond myth and ritual - ontologies are available to ethnographic observation; theories of animism versus Western nature/culture dualism; Amazonian perspectivism; relationship to place and the environment as indices of ontology; the ontological status of 'things'; dreams, illness, and curing as indices of different modalities of being; conflicting ontological assumptions in intercultural contexts; processes of ontological transformation; scientific ontologies; the ontological assumptions that have informed anthropology.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 1 hour of lectures in the ST.
Formative coursework: Anthropology students taking this course will have the opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: De la Cadena, Marisol 2015. *Earth Beings: Ecologies of Practice across Andean Worlds.*
Descola, Philippe 2013. *Beyond Nature and Culture.*
Henare, Amiria, Martin Holbraad, and Sari Wastell (Eds) 2007. *Thinking Through Things: Theorising Artefacts Ethnographically.* Holbraad, Martin 2012. *Truth in Motion: The Recursive Anthropology of Cuban Divination.* Ingold, Tim 2011. *Being Alive: Essays on Movement, Knowledge and Description.* Kohn, Eduardo 2015. Anthropology of Ontologies. *Annual Review of Anthropology* 44. Latour, Bruno 2013. *An Inquiry into Modes of Existence: An Anthropology of the Moderns.* Scott, Michael W. 2007. *The Severed Snake: Matrilineages* Viveiros de Castro, Eduardo 2012. *Cosmological Perspectivism Amazonia*
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the MT.
The assessed essay must be between 2,000 – 2,500 words in length.

AN250 Half Unit Not available in 2017/18
The Anthropology of South Asia

This information is for the 2017/18 session.

Teacher responsible: Dr Mukulika Banerjee OLD5.09
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course will aim to address issues of citizenship, inequality, political participation and democratic governance in rural and urban India. The course will cover both classic and current literature and weekly sessions will be organised thematically. We will start by looking at Indias place in the world as a democracy and emerging economy and the many paradoxes that the country throws up - alongside some of the highest rates of economic growth, India also has one of the lowest performances on development indicators; despite 40% adult illiteracy, India has among the highest voter turnout rates in the world; despite local institutions having the least power compared to state level or the central government, ordinary people feel most invested in local elections; India remains largely rural yet India will hold the largest urban population in the world in less than ten years and so on. In order to understand these paradoxes, it is essential that issues of caste and class be examined in some detail, through the anthropological literature produced on these topics over the past 60 years or so. The changing caste dynamics will be examined through everyday practices of discrimination, violence and endogamy as well as institutional innovations of affirmative action for jobs and education. Class relations have also dramatically changed with land reforms in rural India as well as a substantial middle class has emerged in urban India. Economic reforms introduced since the 1990s have altered modes of retail and consumption in both urban and rural India creating new inequalities and entrenching old ones. In the political arena, these changing practices and dynamics have led to a democratic upsurge from below, leading to a greater participation in the electoral process by members of the lower castes and classes of India. All these issues and more will be addressed in this course through the rich corpus of anthropological literature on the subject alongside examples from Indias vibrant media and popular culture.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Film screenings will be scheduled at the start of term. One revision session in ST.
Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their academic advisers. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: Please read at least TWO of the following background readings before the start of the course and certainly by the end of the second week of the course: Sunil Khilnani, The Idea of India; Ramachandra Guha, India After Gandhi; Katherine Boo, Behind The Beautiful Forevers; Amartya Sen, The Argumentative Indian; Corbridge, S. and Harris, J. 2000, Reinventing India: Liberalization, Hindu Politics and Popular Democracy. London: Polity Press.
Fiction: Vikram Seth, A Suitable Boy; Rohington Mistry, A Fine Balance.
Assessment: Take home exam (100%) in the ST.

AN251 Half Unit
Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions

This information is for the 2017/18 session.

Teacher responsible: Prof Charles Stafford OLD6.02
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology.
Course content: This course focuses on human learning, thinking and cognitive development, specifically in relation to cultural-historical artefacts (such as writing) and social institutions (such as schools). The topics covered include: (1) cultural models and distributed cognition; (2) attachment behaviours and rites of passage; (3) emotions cross-culturally; (4) incest aversion and incest taboos; (5) morality and ethics cross-culturally; (6) numerical cognition and mathematics; (7) human logic and reason cross-culturally; (8) language and literacy; (9) training, schooling and expertise; (10) exchange, reciprocity and economic psychology.
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
This course has a reading week in Week 6 of LT.
Formative coursework: Students are expected to prepare discussion material for presentation in classes. Students registered for Anthropology degrees will prepare tutorial essays on the subject matter of the course and receive feedback from their academic advisors. Students who are not registered for Anthropology degrees will be given the option of submitting essays to the course teacher and receiving feedback on them.
Indicative reading: Ed Hutchins, Cognition in the wild; Michael Cole, Cultural psychology; A. Wolf ; P. Durham (eds), Inbreeding, incest and the incest taboo; Jack Goody, The domestication of the savage mind; D. Holland; M. Eisenhart, Educated in romance; Unni Wikan, Turbulent hearts; M. Lambek (ed.), Ordinary ethics; Stanislas Dehaene, The number sense.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the LT.

AN252 Half Unit
Anthropological Approaches to Value

This information is for the 2017/18 session.

Teacher responsible: Professor David Graeber OLD.6.10
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: In this course we will first take stock of the current anthropological theories of value in contemporary

anthropology. After a critical appraisal of such theories, we will explore what an anthropological theory of value might actually look like. After a brief exploration of Kluckhohn's "values project", the formalist-substantivist arguments, and debates about the nature of the social role of money, up to the recent neoliberal resurgence in anthropological theory, we'll be looking at the contrasting legacies of Karl Marx and Marcel Mauss. Looking at these as two very different approaches to many of the same problems will provide enormous opportunities for creative synthesis. The course will include some fairly extended case studies (of Tiv fetishism, wampum, and anthropological studies of consumption), to investigate how useful all this theory can actually be in throwing new light on familiar problems.
Teaching: 15 hours of lectures and 10 hours of classes in the MT.
This course has a reading week in Week 6 of MT.
Formative coursework: Students registered for Anthropology degrees may submit formative tutorial essays on the course content and receive feedback from their academic advisors.
Students who are not registered for Anthropology degrees will be given the option of submitting essays to the course teacher and receiving feedback on them.
Indicative reading: Graeber, D. (2001) Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams. Graeber, D. (2011) Debt: The First Five Thousand Years Godbout, J. & Caillé, A. (1998) The World of the Gift. De Angelis, M. (2007) The Beginning of History: Value Struggles and Global Capitalism Appadurai, A. (2013) The Future as Cultural Fact: Essays in the Global Condition Turner, T. (1984) "Value, production and exploitation in simple non-capitalist societies" Munn, N. (1986) The fame of Gawa: A symbolic study of value transformation in a Massim (Papua New Guinea) society
Assessment: Take home exam (100%) in the MT.
The take home exam will be held the week following the end of the MT.

AN256 Half Unit
Economic Anthropology (1): Production and Exchange

This information is for the 2017/18 session.

Teacher responsible: Dr Gisa Weszkalnys OLD 6.08
Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course examines 'the economy' as an object of scholarly analysis and a domain of social action. We start by asking how scholars have measured, described, modeled, and predicted its behaviour; what forms economic institutions take cross-culturally; and how these institutions were transformed as a result of their incorporation into a wider capitalist markets, state systems, and development initiatives. For example, we will examine the central place of households within capitalist economies, largely overlooked by mainstream economic analyses, and the role that money can play in both dividing and uniting human societies. The course will familiarise students with fundamental aspects of the field and with core concepts used in anthropological analyses of economic life, such as production, consumption, exchange, property, alienation, scarcity, and value. But we will also try to break open the standard frames of the debate by highlighting, for example, the entanglement of nature in the capitalist expansion, and how economic life is rarely stable. What progress have anthropologists made in understanding booms, busts, prolonged pauses and delays? What can ethnography tell us about how people cope with crises and instabilities, individually and collectively, and how they seek to anticipate what the future may hold? Throughout the course, students will engage both with theoretical writings and with a range of select ethnographies to gain a rounded understanding of relevant debates.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 1 hour of lectures in the ST.
This course has a reading week in Week 6 of MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Anthropology students taking this course will submit a tutorial essay for this course to their academic advisers.
Non-Anthropology students taking this course will submit a formative essay to the course teacher.
Indicative reading: J.G. Carrier and D. Miller (1998) *Virtualism: A New Political Economy*. M Sahlins (1974), *Stone Age Economics*; J Parry and M Bloch (Eds) (1989), *Money and the Morality of Exchange*; K. Polanyi (1944) The Great Transformation.
K Ho (2010) *Liquidated: an Ethnography of Wall Street*. S. Mintz (1985) *Sweetness and Power: The Place of Sugar in Modern History*; E. Shever (2012) *Resources for Reform: Oil and Neoliberalism in Argentina*; C.Hann and K.Hart (2011) Economic Anthropology: History, Ethnography, Critique. This is an indicative reading list: detailed reading lists are provided at the beginning of the course.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the LT.

AN269 Half Unit
The Anthropology of Amazonia

This information is for the 2017/18 session.

Teacher responsible: Dr Agustin Diz OLD 6.06
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology.
Course content: The course will introduce students to selected themes in the anthropology of Amazonia. It will provide a grounding in the ethnographic literature of the region while seeking to engage with current theoretical debates, highlighting their potential importance to the discipline of anthropology. Topics to be covered include history, indigenous social movements; sexuality and gender; trade and inter-ethnic relations; politics and power; illness, well-being and death. Students will be encouraged to reflect on the broader relationship between ethnography and theory, to challenge common stereotypes of Amazonia and its inhabitants, and to explore ways in which the region has inscribed itself on the imagination of anthropologists and laypersons alike.
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
This course has a reading week in Week 6 of LT.
Formative coursework: Students registered for Anthropology degrees will prepare tutorial essays on the subject matter of the course and receive feedback from their academic advisors.
Students who are not registered for Anthropology degrees will be given the option of submitting essays to the course teacher and receiving feedback on them.
Indicative reading: Clastres, Pierre. 1987. Society Against the State: Essays in Political Anthropology. Overing, Joanna. & Alan Passes (eds). 2000. The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia. Walker, Harry. 2012. Under a Watchful Eye: Self, Power and Intimacy in Amazonia. Descola, Philippe. 1994. In the Society of Nature: A Native Ecology in Amazonia. Gow, Peter. 2002. An Amazonian Myth and its History. Fisher, William H. 2000. Rainforest Exchanges: Industry and Community on an Amazonian Frontier. Seeger, Anthony. 2004. Why Suyá Sing: A Musical Anthropology of an Amazonian People. Gregor, Thomas. 1985. Anxious Pleasures: The Sexual Lives of an

Amazonian People. Lévi-Strauss, Claude. 1984. Tristes Tropiques. Conklin, Beth. 2001. Consuming Grief: Compassionate Cannibalism in an Amazonian Society.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the LT.
The assessed essay must be between 2,000 – 2,500 words in length.

AN274 Half Unit Not available in 2017/18
Subjectivity and Anthropology

This information is for the 2017/18 session.

Teacher responsible: Dr Harry Walker OLD 5.06B
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology.
Course content: This course will explore the nature and formation of the self and of subjective experience. It will draw together a range of anthropological, psychological and philosophical approaches to subjectivity and the social and cultural phenomena that shape and condition it, attending both to the particulars of individual lives and settings and to more general, existential dimensions of the human condition. The course will be structured around engagements with three principal paradigms: psychoanalysis; phenomenology; and subjectivation. A key aim of the course will be to understand the strengths and limitations of these approaches for anthropological analysis as well as potential sites of convergence and divergence. Specific topics to be covered include the unconscious, dreams, illness and healing, embodiment, sound, intersubjectivity, interpellation, the feminist subject, and altered states of consciousness.
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
Ten hours of lectures and ten hours of classes in MT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students registered for Anthropology degrees will submit a tutorial essay for this course to their academic advisers. Students who are not registered for Anthropology degrees will submit a formative essay to the course teacher
Indicative reading: Hallowell, I. 1955. Culture and Experience. Philadelphia: University of Pennsylvania Press. Butler, J. 1997. The Psychic Life of Power. Stanford: Stanford University Press. Mahmood, S. 2005. Politics of Piety: The Islamic Revival and the Feminist Subject. Princeton: Princeton University Press. Biehl, J. et. al. 2007. Subjectivity: Ethnographic Investigations. Berkeley: University of California Press. Ortner, S. 2006. Anthropology and Social Theory: Culture, Power, and the Acting Subject. Durham: Duke University Press. Jackson, M. 1989. Paths Toward a Clearing: Radical Empiricism and Ethnographic Inquiry. Bloomington: Indiana University Press. Howes, D. (ed.) 1991. The Varieties of Sensory Experience. Toronto: University of Toronto Press. Moore, H. 2007. The Subject of Anthropology: Gender, Symbolism and Psychoanalysis. Cambridge: Polity Press. Turner, V. & E. Bruner (eds.) 1986. The Anthropology of Experience. Urbana: University of Illinois Press. Wikan, U. 1990. Managing Turbulent Hearts: A Balinese Formula for Living. Chicago: University of Chicago Press.
Assessment: Take home exam (90%) in the ST.
Class participation (10%) in the MT.
Assessment for this course will comprise a 'take-home' exam of up to five questions. Students will be asked to write a 2000-2500 word essay on two of the questions, drawing across the breath of the course. The take home essay will be worth 90% of the total mark. 10% of marks will be given for general class participation. Those who give full attendance and make some effort to participate in class will be able to achieve first class marks.

AN275 Half Unit
The Anthropology of Revolution

This information is for the 2017/18 session.

Teacher responsible: Dr Alpa Shah OLD 6.17A
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Optional for BA/BSc Social Anthropology and BA Anthropology and Law. Also available to students on other degree programmes as an outside option, and to General Course students.
Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology (AN100 Introduction to Social Anthropology).
Course content: This course will focus on the study of revolution from an anthropological perspective. It will concentrate on three different types of revolutionary struggle, in three different continents, through three different types of ethnographies: the Zapatista indigenous movement in Mexico, the Zimbabwean anti-colonial struggle, and the Maoist 'People's War' in Nepal. In each case, students will be encouraged to critically consider the varying degrees of involvement of the anthropologist in the movements concerned, the theoretical premises of the anthropologists and how these affect the politics and ethics of writing. In this process, students will deepen their understandings of the theoretical debates around production and reproduction, social transformation, religion and secularism, activism and anthropology, and violence and ethics in radical social change. The course will demonstrate that although anthropologists were once criticised for 'missing the revolution' on their doorstep, in fact their long term engagement with communities who come to be affected by revolutionary struggles has much to offer to the theoretical and practical work of radical social transformation.
Teaching: 6 hours of lectures, 6 hours of classes and 8 hours of workshops in the MT.
This course has a reading week in Week 6 of MT.
Formative coursework: Students registered for Anthropology degrees will submit a tutorial essay for this course to their academic advisers. Students who are not registered for Anthropology degrees will submit a formative essay to the course teacher.
Indicative reading: This course will be based on the close reading of the following three ethnographic monographs: Earle, Duncan, & Simonelli, Jeanne. (2005). Uprising of Hope: Sharing the Zapatista Journey to Alternative Development. Walnut Creek: Altamira Press. Lan, David. (1985). Guns and Rain: guerrillas and spirit mediums in Zimbabwe. Berkeley: University of California Press. Pettigrew, Judith. (2013). Maoists at the Hearth: Everyday Life in Nepal's Civil War. Philadelphia: University of Pennsylvania Press.
Assessment: Take home exam (100%) in the MT.
The take home exam will be held the week following the end of the MT.

AN276 Half Unit
Anthropology and the Anthropocene

This information is for the 2017/18 session.

Teacher responsible: Dr Gisa Weszkalnys
Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to

General Course students.
Course content: In August 2016, scientists participating in the Anthropocene Working Group put forward an official recommendation to rename our present time interval 'the Anthropocene'. It postulates that humans now exert recognisable influences on the earth's bio- and geophysical systems sufficient to warrant the naming of a distinct geological epoch encompassing the earth's present, recent past, and indefinite future. The Anthropocene thus echoes contemporary anxieties about climate change, the deterioration of global ecologies, and other environmental crises on unprecedented scales, as well as humans' capacity to devise adequate solutions to the problems they face. The scholarly and popular debate on the Anthropocene has exploded in recent years, with anthropologists contributing both theoretical and important ethnographic insight into how people apprehend and deal with the repercussions of anthropogenic environmental change. It now seems that the continued successful existence of humanity on this planet will require us to live differently both with each other and with the earth: 'We will go onwards in a different mode of humanity or not at all' (Val Plumwood 2007).
In this course, we will approach the Anthropocene as a contested category, with evident political and ethical implications. We will begin by examining the dramatic changes in the relationship between humans and their natural environments brought about by industrialisation, specifically, the increased exploitation of natural resources as well as the production and use of fossil fuels on a large scale. We will attend to the practices and cosmologies of people who in their everyday lives – for example, by digging, polluting, and wasting – participate in the work of anthropogenic alterations, drawing on case studies from across the world.
We will consider alternative labels, such as the Capitalocene, Plantationocene, Plasticene, Eurocene, Misanthropocene, and Neologocene, each of which tells a different origin story for what Donna Haraway has called 'the trouble'. However, we then move to ask whether the Anthropocene might be less a marker of an epochal transformation than a signal of a profound anti-political shift in discussions about the future of the planet. We will inspect the scientific and non-scientific controversies the Anthropocene has provoked, and the particular forms of power, authority, reason, imagination, and subjectivity it has generated.
Students will be expected to engage with a variety of resources, including online publications, blogs, documentary and feature films, and other media, and an emergent interdisciplinary literature, spanning the social and natural sciences, which we will read in relation to a more long-standing engagement with the environment within the anthropological discipline. This will lead us to interrogate established binaries of human/nonhuman, subject/object, and nature/culture, and, significantly, to ask about the critical valence of anthropologists' enquiry into the 'anthropos' for an age so profoundly shaped by humans. What methods and modes of analysis are required to comprehend the diverse human/non-human interactions and seemingly incommensurable scales that the Anthropocene invokes? What types of collaboration, knowledge, and mutual care does an anthropocenic outlook make possible? How can we anchor the manifold theoretical proposals that have been put forward not just in ethnographic examples but also in own 'experiments for living'?
Teaching: 7 hours of lectures, 7 hours of classes, 6 hours of classes and 4 hours of workshops in the LT.
The course is comprised of three cycles of three weeks plus an additional, concluding week. Each cycle consists of two weeks taught in the traditional lecture/class format, and a third week with a two-hour class bringing together the entire course cohort. While the one-hour classes will focus on core readings set by the lecturer, the two-hour class will, in addition, offer space for viewing other resources (films, online material), discussing students independently researched material, student presentations, etc.
Formative coursework: Students will be expected to produce 1 essay, 1 presentation and 6 other pieces of coursework in the LT.
Indicative reading: J. Cruikshank (2005) Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination. D. Haraway (2016) Staying with the Trouble: Making Kin in the Chthulucene. E. Kohn (2013) How Forests Think: Toward an Anthropology beyond the Human. D. McDermott Hughes (2017) Energy without Conscience: Oil, Climate Change, and Complicity. N.C. Kawa (2016) Amazonia in the Anthropocene: People, Soils, Plants, Forests. R. Scranton (2015) Learning to Die in the Anthropocene: Reflections on the End of a Civilization. Strauss et al. (2013) Cultures of Energy: Anthropological Perspectives on Powering the Planet. A. Tsing (2015) The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins.
Assessment: Coursework (30%, 2500 words) in the LT.
Take home exam (70%).
The take home exam will be held the week following the end of the LT.

AN298 Half Unit
Research Methods in Social Anthropology

This information is for the 2017/18 session.

Teacher responsible: Prof Rita Astuti 6.11
Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The twofold aim of this course is to provide students with deeper insight of the process by which anthropological knowledge is produced, and to develop their skills with regard to the collection, analysis and representation of ethnographic data. We will review the main tools of anthropological research, and discuss the ways in which empirical data are being incorporated in ethnographic texts. The research techniques that will be reviewed include 'participant observation', various approaches to asking questions and interviewing, and research with documents and in archives. Students will carry out a small research project in London in which they address a specific research question from different angles, employing the various techniques learned during this course. They will report on their research activities and write a 4,500 to 5000 word ethnographic essay on the basis of their research findings.
Teaching: 1 hour of lectures in the MT. 20 hours of seminars in the LT.
Formative coursework: A short description of the student's proposed research project will be discussed in the seminars in week 1 in a student-led workshop. Students will then produce a 1000-word report due between weeks 5 and 7, describing the progress made on the research, including a sample ethnographic description and an explanation of the methods used to date. Students will receive extensive feedback on the report within two weeks of submission.
Indicative reading: Cerwonka, A. and Malkki, L. Improvising Theory: Process and Temporality in Ethnographic Fieldwork (2007); Hammersley, A. Atkinson, P. Ethnography: Principles in Practice (2007); Narayan, K. Alive in the Writing: Crafting Ethnography in the Company of Chekhov (2012); Silverman, D. Interpreting Qualitative Data (2006); Spradley, J. Participant Observation (1980)
Assessment: Essay (100%, 5000 words) in the LT.

AN300
Advanced Theory of Social Anthropology

This information is for the 2017/18 session.

Teacher responsible: Dr Harry Walker OLD 5.06B and Mr Geoffrey Hughes OLD 5.06A
Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is

available on the BA in Anthropology and Law. This course is not available as an outside option. This course is available with permission to General Course students.
Pre-requisites: Students should have a substantial background in Social Anthropology.
Course content: The aim of this course is to train students to engage critically with classic and contemporary texts in the discipline, thereby deepening understandings of current trends and emerging debates. It will examine the theoretical implications of particular anthropological approaches by surveying their origins, their strengths and their critique. The course will take the form of an intensive reading group in which approximately six texts (three in each of MT and LT) will be discussed and analysed in depth, along with supplementary reading material where appropriate. Students will be expected to develop their own critical responses to each text, as well as an appreciation of the context in which it was written and its contribution to relevant theoretical discussions and debates.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Lectures provide a general introduction to the text and relevant issues or debates. Classes probe more deeply into these topics and will comprise small group work as well as general conversations.
This course has a reading week in Week 6 in MT and LT.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
- Verbal: all students are expected to come to class prepared to participate and everyone is expected to speak in every class. Anyone struggling to participate should meet with the course teacher to discuss ways to increase participation.
- Essays: A formative essay may be submitted to your academic advisor through the tutorial system. This essay can be used to develop ideas for the summative essay. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: Adriana Petryna. *Life Exposed.* Janet Roitman, *Fiscal Disobedience.* Jason de León, *Land of Open Graves.* James Laidlaw, *The Subject of Virtue.* Tanya Luhrmann, *When God Talks Back.* Alessandro Duranti, *The Anthropology of Intentions.*
Assessment: Essay (100%, 7200 words) in the LT.
All students will produce a portfolio of six position pieces, to which they are expected to make a contribution after each three-week cycle. Each position piece will be around 1200 words, and will comprise a critical reflection on the text and its contribution to the wider anthropological literature. Portfolios will be assessed periodically throughout the year, with feedback provided to students on a regular basis. The final grade will be determined by the beginning of Summer Term.

AN301
The Anthropology of Religion

This information is for the 2017/18 session.

Teacher responsible: Dr Michael Scott OLD 6.16 and Prof Matthew Engelke OLD 6.12
Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law. This course is not available as an outside option. This course is available with permission to General Course students.
Pre-requisites: Students should have a substantial background in Social Anthropology.
Course content: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. In the Michaelmas term, the focus will also be on understanding through specific ethnographic and empirical case-studies, the ways in which lived religious practice, and the understanding of religion, get constituted inside and outside 'Western' and modern contexts. We will also pay attention to cases in which Western and non-Western definitions are emerging in interplay with each other, including their relation to understandings of modernity and the secular. Current approaches to and reconsiderations of classic topics in the anthropology of religion are also presented; these may include ritual, belief, sacrifice, and the fetish. In the Lent term, we will consider topics such as shamanism, cargo cults, initiation, witchcraft and sorcery, cosmology, and human-nonhuman relations, primarily with reference to ongoing transformations of the indigenous traditions of Melanesia, Africa, Amazonia, Australia, and the circumpolar north. Recurring themes will be: transformations in the definition of 'religion' in relation to 'science'; the nature of rationality; and the extent to which anthropology itself can be either – or both – a religious and a scientific quest to experience the wonder of unknown otherness.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
This course has a reading week in Week 6 of the MT and LT.
Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: H. H. Gerth and C. Wright Mills (eds.) 1946 (and later editions), *From Max Weber: essays in sociology*; E. Durkheim 1915 (and later editions), *The elementary forms of the religious life*; S. Mahmood 2005, *Politics of Piety*; J. Milbank 1990, *Theology and Social Theory*; R.A. Orsi (ed.) 2012, T*he Cambridge Companion to Religious Studies*; C. Taylor 2007, *A Secular Age*; B Latour 2009 *The modern cult of the factish god*; H Hubert and M Mauss 1960, *On Sacrifice*; A. Abramson and M. Holbraad (eds.) 2014, *Framing Cosmologies: The Anthropology of Worlds*; G. Bateson and M. C. Bateson 1987, *Angels Fear: Towards an Epistemology of the Sacred*; B. Kapferer (ed.) 2002, *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery*; L. Lévy-Bruhl 1926, *How Natives Think*; M. A. Pedersen 2011, *Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia*; P. Ingman, T. Utrianinen, et al. (eds.) 2016, *The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate*; H. Whitehouse and J. Laidlaw (eds.) 2007, *Religion, Anthropology, and Cognitive Science*; R. Willerslev 2007, *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*; D. E. Young and J-G. Goulet (eds.) 1994, *Being Changed: The Anthropology of Extraordinary Experience*. Detailed reading lists provided at the start of each term.
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (15%, 2500 words) in the MT.
Essay (15%, 2500 words) in the LT.

AN357 Half Unit
Economic Anthropology (2): Transformation and Globalisation

This information is for the 2017/18 session.

Teacher responsible: Prof Laura Bear OLD 6.09
Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course examines 'the economy', as an object of social scientific analysis and a domain of human action, focusing on the anthropology of globalisation. Scholars have various ways of analysing the new forms of production, consumption, exchange and circulation that have emerged since the 1980s. Some emphasise post-Fordist methods of flexible

production and neo-liberal elite projects. Others focus on trans-state processes of globalisation. For other theorists shifts in state policies such as austerity, decentralised planning, public-private partnerships and the deregulation of financial markets are at the centre of analysis. Others address new forms of consumer society, popular desires for social mobility and transnational migration. Drawing from ethnographies and anthropological theory this course will cast a critical eye over these arguments. It will also revisit classic topics from the perspective of present realities — for example production and intimate economies; formal markets in relation to informalised, violent economies; circulation in relation to financial debt and risk; and consumption and consumer citizenship.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
This course has a reading week in Week 6 of LT.
Formative coursework: Anthropology students taking this course will submit a tutorial essay for this course to their academic advisers.
Non-Anthropology students taking this course will submit a formative essay to the course teacher.
Indicative reading: J Inda and R Rosaldo (eds) *The Anthropology of Globalisation* (2007); M Edelman and A Haugerud (eds) *The Anthropology of Development and Globalization* (2004); J Collier and A Ong (eds) *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems* (2004); A Tsing, *Friction: an Ethnography of Global Connection* (2004); This is an indicative reading list: detailed reading lists are provided at the beginning of the course.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the LT.

AN398 Half Unit
Special Essay Paper in Social Anthropology

This information is for the 2017/18 session.

Teacher responsible: Prof Rita Astuti OLD 6.11
Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.
Pre-requisites: Undergraduates taking this course need to have completed the first two year of either the BA/BSc Social Anthropology or the BA Anthropology and Law.
Course content: The essay may be based on any topic deemed to be amenable to anthropological analysis, and agreed by the student's academic advisor. Students should ensure that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.
There is no formal course content. Students will be expected to draw widely on their readings from other anthropology courses.
Teaching: 2 hours of lectures in the MT. 2 hours of lectures in the LT.
Guidance on dissertation research and writing will be given in two-hour sessions in each of MT and LT.
Formative coursework: Students have the opportunity to submit an abstract and bibliography to their academic advisor, who will advise candidates during their normal tutorial meetings on the chosen topic, the empirical and analytical scope of the essay, and on relevant readings. Students submit three-page outlines, and other writing assignments in Lent Term, and receive feedback on these during the seminar.
Indicative reading: There is no formal course content. Students will be expected to draw widely on their readings from other anthropology courses.
Assessment: Dissertation (100%, 8000 words) in the ST.
The essay is 7,000 to 8,000 words of main text, including footnotes and appendices but excluding bibliography. The essay should be typed, double spaced, and should follow the reference procedures of *The Journal of the Royal Anthropological Institute*. The essay must be handed in to the Anthropology Departmental Office by the date announced in the Department's Handbook, normally by May 1st.

EC100
Economics A

This information is for the 2017/18 session.

Teacher responsible: Prof Alan Manning 32L 2.36A
Dr L. Rachel Ngai 32L 1.15
Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Government and Economics, BSc in International Relations, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Social Policy, BSc in Social Policy and Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: This is an introductory course in microeconomics and macroeconomics. It may not be taken if **Economics B** (EC102) has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs. Entrance on to EC100 and EC102 is dependent on Economics A-level or equivalent background. Students with A-level economics (or equivalent) are not allowed to take EC100.
Course content: This course provides a foundation in micro and macroeconomics, primarily to those without background in the subject. Microeconomics is the focus of Michaelmas Term: This term aims to provide students with methods of economic analysis that can enable them to think about when markets work well, when they are likely to fail and what policies might improve outcomes. Macroeconomics is the focus of Lent Term, which covers topics such as economic growth, unemployment, inflation, monetary & fiscal policy, and international macroeconomics.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.
Handouts of the slides are distributed.
Formative coursework: Weekly feedback is given on the multiple choice questions which form the weekly quizzes. Individual written feedback is given on at least one essay question per term.
Indicative reading: Daron Acemoglu, David Laibson and John List (2016) Economics, Pearson Education.
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.
The Lent term examination is based on the Michaelmas term syllabus, and the Summer exam on the Lent term syllabus.

EC102
Economics B

This information is for the 2017/18 session.

Teacher responsible: Prof Francesco Caselli 32L.1.21 and Prof Erik Eyster 32L.4.29, alongside other members of the Economics Department.
Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc

in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Government and Economics, BSc in International Relations, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Social Policy, BSc in Social Policy and Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: This is an introductory course in microeconomics and macroeconomics. Students without a mathematical background may consider taking an introductory mathematics course, such as Basic Quantitative Methods, at the same time. EC102 is unavailable to anyone who has passed **Economics A** (EC100). Entrance on to EC100 and EC102 is dependent on Economics A-level or equivalent background. Students without A-level economics (or equivalent) are not allowed to take EC102.
Course content: Part A Consumer and Producer Theory; Markets and Competition; Welfare; Game Theory; Adverse Selection and Moral Hazard. Part B Measurement of the aggregate economy; growth and development, economic fluctuations; stabilization policy; money and inflation; unemployment; financial and sovereign crises.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.
A one hour revision lecture will be offered in week 11 of both the Michaelmas and Lent terms.
Formative coursework: Students will submit two problems sets per term on which written feedback will be provided. Feedback will also be provided on weekly Moodle quizzes.
Indicative reading: Part A: Morgan W., M. Katz and H. Rosen (2009) Microeconomics, 2nd edition, McGraw-Hill. Part B: N Gregory Mankiw, Macroeconomics, Worth, 8th edition.
Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the LT week 0.
Exam (50%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
The Lent term examination is based on the Michaelmas term syllabus, and the Summer exam on the Lent term syllabus.

EC201
Microeconomic Principles I

This information is for the 2017/18 session.

Teacher responsible: Dr Margaret Bray 32L4.27
Professor Erik Eyster, 32L4.29
Availability: This course is compulsory on the BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Government and Economics and BSc in Social Policy and Economics. This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, Diploma in Accounting and Finance and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: This is an intermediate course in microeconomic analysis. Students are expected to have completed Economics A (EC100) OR Economics B (EC102), or an equivalent introductory course in economics based on textbooks such as D Begg, S Fischer & R Dornbusch, Economics; P A Samuelson & W Nordhaus, Economics; or R G Lipsey, Positive Economics. Students are also expected to have completed an introductory mathematics course such Quantitative Methods (Mathematics) (MA107) and should revise calculus including partial derivatives and the use of Lagrangians.
Course content: I. Consumer Theory. Utility functions and indifference curves. Income and substitution effects. The Slutsky equation. The expenditure function, compensating and equivalent variation, and consumer surplus. Selected applications to savings and labour supply, including the effects of taxes and benefits. II. Producer Theory. Production and cost functions. Firm and industry supply. Perfect Competition and Monopoly. III. Strategic Choice. Basic ideas in game theory. Applications to oligopoly and auctions. IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria. V. Topics in welfare economics. Public goods and externalities. VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Loss Aversion. Moral Hazard.
Teaching: 20 hours of lectures and 20 hours of classes in the MT. 20 hours of lectures and 20 hours of classes in the LT.
Two hours of revision lectures will be held in week 11 of both MT and LT
Formative coursework: Students should complete the weekly web-based quizzes before attending classes. In addition, at least four pieces of written work will be required and marked by class teachers.
Indicative reading: A reading list will be provided at the start of the course. The main text for the course is Snyder, C. and Nicholson, W. "Microeconomic Theory: Basic Principles and Extensions". Reference is also made to other texts and to journal articles.
Assessment: Exam (25%, duration: 1 hour, reading time: 15 minutes) in the LT week 0.
Exam (75%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
The Lent term examination is based on the Michaelmas term syllabus, and the Summer exam on 33% on the Michaelmas term syllabus and 67% on the Lent term syllabus.

EC202
Microeconomic Principles II

This information is for the 2017/18 session.

Teacher responsible: Prof Frank Cowell 32L3.25A and Dr Andrew Ellis 32L3.15
Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics. This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Finance, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Statistics with Finance, Diploma in Accounting and Finance and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed either Economics A (EC100) or Economics B (EC102). In addition they must have a suitable mathematical background: students who have thoroughly mastered mathematics to the level of Quantitative Methods (Mathematics) (MA107) should be able to follow the course, but would find it difficult. Mathematical Methods (MA100) would give a better grounding.
Course content: This is an intermediate course in microeconomic analysis. The coverage is similar to Microeconomic Principles I. However a greater mathematical facility will be assumed of the student permitting both greater depth and a number of additional topics, such as duality, to be covered. Further details are available

on http://darp.lse.ac.uk/Frankweb/courses/ec202/.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.
A one-hour revision lecture will be scheduled in the MT.
Formative coursework: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required and marked by class teachers.
Indicative reading: The text for the course is Cowell, F.A. (2006) Microeconomics: Principles and analysis, Oxford University Press, Oxford. Additional readings to complement the lecture notes on specific topics from other books or articles will be indicated as needed.
Assessment: Exam (25%, duration: 1 hour, reading time: 15 minutes) in the LT week 0.
Exam (75%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
The Lent term examination is based 100% on the Michaelmas term syllabus, and the Summer exam on 33% of the Lent term syllabus and 67% of the Lent term syllabus.

EC210
Macroeconomic Principles

This information is for the 2017/18 session.

Teacher responsible: Dr Kevin Sheedy 32L1.09
Professor Ricardo Reis 32L1.27
Availability: This course is compulsory on the BSc in Economics, BSc in Economics with Economic History, BSc in Geography with Economics, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and MSc in Economics (2 Year Programme). This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Social Policy and Economics, BSc in Statistics with Finance and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Economics A (EC100) or Economics B (EC102), or an equivalent introductory course in Economics. Students are also expected to have completed an introductory Mathematics course such as Basic Quantitative Methods (MA110).
Course content: This course will cover the fundamental principles of macroeconomics at an intermediate level. Topics include the study of economic growth, consumption, investment, unemployment, business cycles, inflation, monetary and fiscal policy, financial markets and international macroeconomics.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students are urged to attempt the assigned problems before attending classes. Two pieces of written work per term will be required and marked by class teachers.
Indicative reading: The main textbook for the course is O Blanchard and D R Johnson, *Macroeconomics*, 6th ed., supplemented by other reading selected by the lecturers. A combined package will be available in the Economists' Bookshop.
Assessment: Exam (25%, duration: 1 hour, reading time: 15 minutes) in the LT week 0.
Exam (75%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
The Lent term examination is based 100% on the Michaelmas term syllabus, and the Summer exam on 33% of the Michaelmas term syllabus and 67% of the Lent term syllabus.

EC220
Introduction to Econometrics

This information is for the 2017/18 session.

Teacher responsible: Dr Greg Fischer 32L.3.09 (MT), Dr. Taisuke Otsu 32L 4.25 and Dr. Marcia Schafgans 32L 4.12 (LT)
Availability: This course is available on the BSc in Accounting and Finance, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Social Policy and Economics, Diploma in Accounting and Finance and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. Availability to General Course students is with the permission of the lecturer.
Pre-requisites: Students must have completed Elementary Statistical Theory (ST102).
Those who have taken MA107/ST107 should consider taking EC220 only if they have obtained marks of 65 or better on both courses
Course content: This course is an introduction to econometrics; it aims to present the theory and practice of empirical research in economics.
In MT, the focus of the course is on empirical questions and students will work with the econometrics software packages R or Stata analysing actual data sets. Students will learn how various tools are used to answer causal "what-if" questions (e.g., "What is the effect of monetary policy on output?") and prediction problems.
In LT, the focus of the course is on the underlying econometric theory: estimation, properties of estimators (unbiasedness, efficiency, sampling distribution, consistency) and hypothesis testing.
Topics include: randomised experiments; program evaluation; matching; simple and multiple regression analysis; omitted variable bias; functional form; heteroskedasticity and weighted least squares; endogeneity (measurement error, simultaneity); instrumental variables and two-stage least squares; and stationary and non-stationary time series analysis.
Teaching: 30 hours of lectures and 10 hours of classes in the MT. 30 hours of lectures and 10 hours of classes in the LT.
A one hour revision lecture will be held in week 11 of both the MT and LT.
EC220.B for graduate students.
Formative coursework: Exercises are provided each week and are discussed in the classes. (MT) Students are required to hand in written answers to the exercises for feedback. (LT) While students are expected to attempt the weekly problem sets before each class, students will receive formal feedback on 4 occasions.
Indicative reading: J. W. Wooldridge *Introductory Econometrics. A Modern Approach*,5th Edition, South-Western. J. D. Angrist and J. S. Pischke *Mastering 'Metrics. The Path from Cause to Effect*, Princeton University Press. Further materials will be available on the EC220 Moodle page.
Assessment: Exam (12.5%, duration: 1 hour, reading time: 15 minutes) in the LT week 0.
Exam (75%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Coursework (12.5%) in the MT.

EC221
Principles of Econometrics

This information is for the 2017/18 session.

Teacher responsible: Dr Greg Fischer 32L.3.09 (MT) and Dr. Marcia Schafgans 32L 4.12 (LT)
Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics. This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and

Statistics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Finance, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Statistics with Finance and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).
Course content: This course is a more advanced introduction to econometrics; it aims to present the theory and practice of empirical research in economics. Compared to EC220, in LT this course puts more emphasis on the underlying statistical theory and relies on the use of matrix algebra.
In MT, the focus of the course is on empirical questions and students will work with the econometrics software packages R or Stata analysing actual data sets. Students will learn how various tools are used to answer causal "what-if" questions (e.g., "What is the effect of monetary policy on output?") and prediction problems.
In LT, the focus of the course is on the underlying econometric theory: estimation, properties of estimators (unbiasedness, efficiency, sampling distribution, consistency) and hypothesis testing.
Topics include: randomised experiments; program evaluation; matching; simple and multiple regression analysis; omitted variable bias; functional form; heteroskedasticity and weighted least squares; endogeneity (measurement error, simultaneity); instrumental variables and two-stage least squares; and stationary and non-stationary time series analysis.
Teaching: 30 hours of lectures and 10 hours of classes in the MT. 30 hours of lectures and 10 hours of classes in the LT.
Additional help lectures 10 x 1 hour in the LT.
A one hour revision lecture will be held in week 11 of both the MT and LT.
EC221.B for graduate students.
Formative coursework: Exercises are provided each week and are discussed in the classes. (MT) Students are required to hand in written answers to the exercises for feedback. (LT) While students are expected to attempt the weekly problem sets before each class, students will receive formal feedback on 3 occasions.
Indicative reading: J. W. Wooldridge *Introductory Econometrics. A Modern Approach*, 5th Edition, South-Western. J. D. Angrist and J. S. Pischke *Mastering 'Metrics. The Path from Cause to Effect*, Princeton University Press. Further materials will be available on the Moodle website. Other useful texts include: W. Greene, E*conometric Analysis,* 7th Edition, Pearson; J. Johnston and J. Dinardo, *Econometric Methods*, 4th Edition, McGraw-Hill; G.S. Maddala and K. Lahiri, *Introduction to Econometrics*, 4th Edition, John Wiley; J.H. Stock and M.W. Watson, *Introduction to Econometrics*, 3rd Edition, Pearson ; C. Heij et al., *Econometric methods with Applications in Business and Economics*, Oxford University Press.
Assessment: Exam (12.5%, duration: 1 hour, reading time: 15 minutes) in the LT week 0.
Exam (75%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Coursework (12.5%) in the MT.

EC230
Economics in Public Policy

This information is for the 2017/18 session.

Teacher responsible: Dr Mohan Bijapur 32L.1.31 and Dr Daniel Sturm 32L.2.25
Availability: This course is available on the BSc in Environment and Development, BSc in International Relations and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is not open to students who are Economics specialists.
Pre-requisites: Students normally will have completed Economics A (EC100) or Economics B (EC102) or their equivalent.
Course content: This course develops economic analysis for the large questions in contemporary public policy, without the need for knowledge of calculus. Precise topics and readings will be announced and are selected to be of current interest. Last year's topics included central bank independence and inflation targetting; financial crises: causes and consequences; unconventional tools of monetary policy; currency crises, currency unions; Brexit; the Greek sovereign debt crisis; growth policy; principles of taxation; inequality; and congestion charging.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
A one hour revision lecture will be held in week 11 of the MT and week 11 of the LT.
Formative coursework: Four pieces of written work to be handed in to the class teacher.
Indicative reading: There is no set course textbook. A list of selected texts and readings will be provided at the start of term.
Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the LT week 0.
Exam (50%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
The Lent term examination is based on the Michaelmas term syllabus, and the Summer exam on the Lent term syllabus.

EC240 Half Unit
PPE Interdisciplinary Research Seminar

This information is for the 2017/18 session.

Teacher responsible: Prof Maitreesh Ghatak
Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.
This course is only available to second year students on the BSc in Philosophy, Politics and Economics. The course will run from the beginning of Lent Term in year 2 and will continue as EC340 through to the end of Lent Term in year 3.
Course content: The course will include lectures given by top researchers from inside and outside LSE, including researchers from the public, private and third sector. The lectures will expose the students to research on the frontier in topics such as public economics, political economy and decision making in the public domain. This research and background reading will then be discussed in seminars.
Teaching: 7 hours and 30 minutes of lectures and 5 hours of seminars in the LT.
The course will run across three terms starting at the beginning of Lent term in year 2 of the PPE and continuing in Michaelmas and Lent term of year 3 of the PPE. Each term will consist of a series of biweekly lectures (5 x 90mins) and seminars (5 x 60mins). Lectures will be given by outside speakers on a specific topic, such as inequality, and will allow for the opportunity to interact and ask questions. Depending on the availability of the speaker, there may be the opportunity for further discussion at an informal social event after the lecture. The seminars will discuss the previous lecture as well as examining background reading related to the topic.
Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the LT.
Students will write a 2,500 word essays in groups in the LT of year 2 and MT of year 3 to prepare them for the individual assessment of year 3. In addition, students will discuss and present current research. Feedback on these essays and the presentation will help prepare students for the final individual essay and presentation.
Indicative reading: Acemoglu, Daron and James Robinson, Why Nations Fail, Crown Books, 2012; Besley, Timothy and Torsten Persson, Pillars of Prosperity: The Political Economics

of Development Clusters, Princeton University Press, 2011 (will be used as the core text book, and students will be asked to familiarise themselves with the core modelling framework developed in the book); Banerjee, Abhijit and Esther Duflo, Poor Economics, Random House, 2011; Bowles, Samuel, The Moral Economy - Why Good Incentives are No Substitute for Good Citizens, Yale University Press, 2016; Fukuyama, Francis, The Origins of Political Order, Profile Books, 2011; Moore, Barrington, Social Origins of Dictatorship and Democracy, Beacon Press, 1966; North, Douglass, John Wallis and Barry Weingast, Violence and Social Orders, Cambridge University Press, 2009; Piketty, Thomas, Capital in the 21st Century, Harvard University Press, 2014; Rodrik, Dani, Economics Rules, OUP 2015; Sandel, Michael, What Money Cannot Buy - The Moral Limits of Markets, Allen Lane, 2012; Sandel, Michael, Justice- What's the Right Thing to Do, Allen Lane, 2009; Satz, Debra, Why Some Things Should Not be For Sale - The Moral Limits of Markets, OUP, 2010; Sen, Amartya, The Idea of Justice, Allen Lane, 2009. An extensive list of required and further readings will be available on Moodle.
Assessment: This information is for students in the first year of the PPE Interdisciplinary Research Seminar. Second year students please refer to the EC340 course guide.
Students will be assessed throughout the course, through essays, presentations and class participation. There will be one essay and one presentation per term in MT and LT of the third year of the PPE. The final summative grade will weigh together the presentations (20%), essays (70%) and class participation (10%) from all three terms (the essays will be weighted 15%, 15% and 40%, respectively).
The overall grade the students will receive will be one of four: fail, pass, merit and distinction.

EC301
Advanced Economic Analysis

This information is for the 2017/18 session.

Teacher responsible: Dr L. Rachel Ngai 32L 1.15
Dr Shengxing Zhang 32L 1.16
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in Mathematics and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Macroeconomic Principles (EC210) and Microeconomic Principles I (EC201). Mathematics to at least the level of Mathematical Methods (MA100). Microeconomic Principles II (EC202) is also accepted (in place of EC201).
Course content: This course is divided into two sections introducing recent developments in economic theory. The first section focuses on the relationship between the financial sector and the macroeconomy, considering such questions as why there exist financial crises and asset bubbles. To answer these questions, this section aims to equip students with frameworks to understand the role of the financial market, connect theories with real life observations about imperfections of the market. Topics covered in this section include financial frictions and capital misallocation, banking and financial stability, asset pricing and market liquidity. In the second section of the course we focus on economic growth, considering questions like these: Why was GDP per capita in the UK 15 times higher than China in 1960? Why did the factor of 15 decrease to 5 in 2000? To gain an understanding of the "whys" we have to ask deeper questions: what drives economic growth? Why do some economies grow faster and other slower? Thus this part of the course studies the determinants of economic growth through capital accumulation, reallocation of resources from agriculture into manufacturing and services and, technology innovation.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will submit, and receive feedback on, two problem sets per term.
Indicative reading: The course is mainly based on lecture notes and journal articles. As an example of the level and content of the reading in economics articles, students may wish to look at the following: Lucas, R. 2000. "*Some Macroeconomics for the 21st Century*." Journal of Economic Perspectives, 14: 159-168. Ngai, L. R. 2004. "*Barriers and the Transition to Modern Growth* ". Journal of Monetary Economics 51:1353-1383. A good textbook reference for economic growth is: Jones, C. and D. Vollrath (2013), *Introduction to Economic Growth*. W. W. Norton & Co.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC302
Political Economy

This information is for the 2017/18 session.

Teacher responsible: Prof Ronny Razin 32L4.01
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent.
Course content: The course seeks to introduce students to the major theoretical models of Political. Economy and the available empirical evidence. Sample topics to be covered include: Social Choice theory and Preference aggregation; Comparative electoral systems; Political economy of income redistribution; Turnout in elections; Strategic and Sincere voting; Political Parties; Debates and Communication
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Two hours of revision lectures will be held in week 11 of LT.
Formative coursework: At least four exercises or pieces of written work will be required and assessed by class teachers.
Indicative reading: There is no text book covering all the material in the course. The following books are recommended as supplements to what is covered in the lectures. Analyzing Politics, Rationality, Behavior and Institutions, K.A. Shepsle and M.S. Bonchek. W. W. Norton & Company, New York, London. Liberalism Against Populism, W.H. Riker, Waveland Press, Prospect Heights, Illinois. For additional readings see http://econ.lse.ac.uk/courses/ec302/
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC303 Not available in 2017/18
Economic Policy Analysis

This information is for the 2017/18 session.

Teacher responsible: Prof Peter Sinclair
Dr Michael Vlassopoulos
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in

Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent).
Course content: The course will concentrate on selected important economic policy issues and relevant economic tools. It will treat the issues at a level appropriate for students with the knowledge of economics provided by the courses already taken. The specific topics will be of contemporary interest, and will be announced by the start of each year. In any year the topics covered are likely to include some of the following: Globalisation: effects on welfare, development and income distribution. ii Inequality iii. International negotiations and trade policies iv. Global imbalances v. World trade collapse vi. Tax, fiscal policy and unemployment. vii. Monetary policy and exchange rate frameworks viii. Financial integration and currency unions ix. Financial crises and relevant policies x. endogenous growth, exhaustible resources and relevant policies.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Two hours of revision lectures will be held in week 11 of both the MT and LT.
Formative coursework: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required.
Indicative reading: There is no course textbook. Detailed reading will be provided in the syllabus at the start of the year. Books that provided useful background reading Lent Term 2013/14 included: (a) General books on the European economy / Union and the Eurozone: R. Baldwin, C. Wyplosz *The Economics of European Integration*, 3e McGraw Hill 2009 P. de Grauwe *The Economics of Monetary Union* 8e Oxford UP 2009 F. Allen, E. Carletti, G. Corsetti (eds), *Life in the Eurozone with or without Sovereign Default*, Wharton School, U Penn 2011 (b) Other financial crisis books V. Acharya et al, *Guaranteed to Fail* Princeton UP 2011 (USA: the mortgages debacle) D. Mayes, R. Pringle, M. Taylor (eds), *Towards a New Framework for Financial Stability*, Central Banking Publications 2009 (global / analytical) A. Sheng, *From Asian to Global Financial Cr*isis Cambridge UP 2009 (c) Other books J. Gruber *Public Finance and Public Policy* 3e Worth 2011 P. Krugman and M. Obstfeld *International Economics: Theory and P*olicy 7e Pearson 2010 L. Mahadeva and P. Sinclair *How Monetary Policy Works* Routledge Taylor and Francis 2005.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EC307
Development Economics

This information is for the 2017/18 session.

Teacher responsible: Prof Oriana Bandiera 32L.3.02 and Prof Robin Burgess 32L.3.03B
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Geography with Economics, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent). A knowledge of introductory econometrics at least to the level provided by a course such as EC220 Introduction to Econometrics, or EC221 Principles of Econometrics, is also necessary. Students who do not have all three pre-requisites and General Course students must consult with Professor Bandiera or Dr Fischer before selecting it.
Course content: The course provides an introduction to selected issues in economic development including theory, evidence and policy. It will analyse economic institutions in developing countries focusing around the themes of "Markets, Institutions and Welfare" and "Public Policy and Welfare". Failures in key markets such as those for land, labour, credit and insurance have far reaching implications both for productive efficiency and welfare. The story of economic development is, in many ways, one of how informal, imaginative institutions have evolved to fill the gaps left by these market failures. The course will study how institutions have evolved to cope with missing markets, and how they affect the allocation and the distribution of resources. The course will analyse both the channel through which the institutional environment affects efficiency and welfare and how public policy can be designed to increase welfare and growth. The course has a strong applied focus. Under each section we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Feedback is provided for four assignments (two in MT and 2 in LT)
Indicative reading: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. Background texts for the course are A. Banerjee and E. Duflo, Poor Economics, Public Affairs, 2011 and D. Ray, Development Economics, Princeton UP, 1998.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC309
Econometric Theory

This information is for the 2017/18 session.

Teacher responsible: Dr Tatiana Komarova 32L4.24 and Prof Francisco Hidalgo 32L4.20
Availability: This course is available on the BSc in Econometrics and Mathematical Economics and BSc in Mathematics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Principles of Econometrics (EC221).
A good knowledge of linear algebra, calculus and statistical theory is essential, and therefore MA100 and ST102 or equivalent is required. Students taking this course who are not in BSc Econometrics and Mathematical Economics or BSc Mathematics and Economics must consult with Dr. Komarova before selecting this course
Course content: Introduction to the asymptotic theory of estimation and inference of economic models; Basics of large sample theory; Estimation of linear regression models (OLS, GMM, GLS); Testing hypotheses and model specifications; Estimation of nonlinear models (MLE, Nonlinear least squares); systems of equations; time series analysis.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: The main text for the lectures is R Davidson & J G MacKinnon, Econometric Theory and Methods,Oxford University Press (2004). Other useful texts include Davidson (2000), Econometric Theory Amemiya (1985), Advanced Econometrics;

and Hayashi (2000), Econometrics.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC310
Behavioural Economics

This information is for the 2017/18 session.

Teacher responsible: Dr Matthew Levy 32L3.21
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics with Economic History, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Philosophy and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
Students taking the course as an outside option are required to meet the pre-requisites as detailed below.
Pre-requisites: Ideally, students will have completed EC202 (or equivalent). A highly motivated student who has done well in EC201 -- as a guideline 65 or better – is welcome on the course, if he or she finds handling economics mathematically comes naturally. Any such student should see Dr Levy before the course starts. Fluency in calculus is essential, and some knowledge of methods of mathematical proof, including those using sets, is necessary.
Course content: The course will expose students to a number of major topics in Behavioural Economics, and will link theory with empirical applications. The first half of the course will focus on departures from neoclassical preferences, while the latter half will cover departures from rational expectations. The particular topics to be covered include:
- Reference Dependent Preferences and Loss Aversion
- Social Preferences
- Hyperbolic Discounting
- Naiveté and Self-Control
- Projection Bias
- Happiness and Adaptation
- Heuristics and Biases
- Inattention and Shrouding
- Nudging and Framing
- Behavioural Welfare Analysis

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: At least four exercises or pieces of written work will be required and assessed by class teachers.
Indicative reading: Congdon, William, Jeffrey Kling, and Sendhil Mullainathan. *Policy and Choice: Public Finance Through the Lens of Behavioral Economics* (selected chapters). Brookings Institution Press: Washington, D.C. 2011 [Free eBook download at http://www.brookings.edu/press/Books/2011/policyandchoice.aspx] Rabin, Matthew. '*Psychology and Economics*', Journal of Economic Literature, 36(1), 1998: 11-46. DellaVigna, Stefano. *'Psychology and Economics: Evidence from the Field'*, Journal of Economic Literature, 47(2), 2009: 315-372. Fehr, Ernst and Simon Gachter. '*Fairness and Retaliation: The Economics of Reciprocity*', Journal of Economic Perspectives, 14(3), 2000: 159-181. Laibson, David. '*Golden Eggs and Hyperbolic Discounting*', The Quarterly Journal of Economics, 112(2), 1997: 443-477. Camerer, Colin, Linda Babcock, George Loewenstein, and Richard Thaler. '*Labor Supply of New York City Cabdrivers: One Day at a Time*', The Quarterly Journal of Economics, 112, 1997: 407-441. Gabaix, Xavier and David Laibson. *'Shrouded Attributes, Consumer Myopia, and Information Suppression in Competitive Markets'*, The Quarterly Journal of Economics, 121(2): 505-540. Bernartzi, Shlomo and Richard Thaler. *'Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving*', Journal of Political Economy, 112(1), 2004: S164-S187. Kahneman, Daniel and Amos Tversky. *'Prospect Theory: An Analysis of Decision under Risk'*, Econometrica, 47(2), 1979: 263-292.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC311
History of Economics: How Theories Change

This information is for the 2017/18 session.

Teacher responsible: To Be Announced
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course examines the ways in which economics has developed from the Mercantilists of the 17th century to the Neoclassical thinking of the later 20th century. The course will explore how the theories, concepts and methods of economics have changed over the lasts 250 years, focusing on Europe and North America.'. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the sources of growth or the role of money) and resolved them in the context of the economic conditions of their own time and place; and use theories about scientific change to understand the longer history of economics.
Teaching: 10 hours of lectures and 8 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in Week 6 of MT and LT
Formative coursework: Students will be expected to discuss assigned texts and produce several pieces of written work.
Indicative reading: A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's, The Worldly Philosophers; for general background, consult Roger E Backhouse's, The Penguin History of Economics or David Colander & Harry Landreth's, History of Economic Thought.
Reading will be made available in a course reading pack.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EC313
Industrial Economics

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Pesendorfer 32L.4.19
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy, Politics and Economics, BSc in Social Policy and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) and Introduction to Econometrics (EC220) or Principles of Econometrics (EC221). **Students who believe they have completed an equivalent course instead of one of these must receive permission from Prof Pesendorfer first.**
Course content: The aim of the course is to provide students

with a working knowledge of theoretical and empirical methods for industry studies. Topics may include: monopoly, price discrimination, pre-requisites in game theory, oligopoly theory, product differentiation, demand estimation, production function estimation, conduct in concentrated industries (cartel stability, limit pricing, etc.), empirical techniques for oligopoly models, identification of conduct, markets with asymmetric information, entry in strategic settings, advertising, auction markets, empirics of auction markets, winner's curse, insurance and contract design. The topics will be discussed with detailed applications for selected industries and considering competition policy questions.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: At least four problem sets will be required and assessed by class teachers.
Indicative reading: A detailed reading list will be provided at the beginning of the course. The primary text is Tirole's The Theory of Industrial Organization. Specific sections will be assigned (others are too advanced for this course). There will be additional required readings on empirical articles and case studies on competition policy.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC315
International Economics

This information is for the 2017/18 session.

Teacher responsible: Dr Keyu Jin 32L.1.17
Prof Dennis Novy
Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environmental Policy with Economics, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent and Macroeconomic Principles (EC210) or equivalent.
Course content: International Macroeconomics: This section of the course offers an introduction to international macroeconomic theory and develops the main tools for macroeconomic policy analysis. We start by studying the balance of payments and the causes and consequences of global imbalances, followed by an in-depth study of the determination of exchange rates, money, and prices in open economies. We discuss the costs and benefits of different nominal exchange rate regimes and their sustainability, as well as examine the causes and consequences of debt and default, speculative attacks and financial crises.
International Trade: This section of the course offers an introduction to international trade theory and develops the main tools for trade policy analysis. We start by studying the patterns of trade distinguishing between inter-industry and intra-industry trade flows. We then proceed to an in-depth analysis of the causes and the effects of those flows based on the concepts of absolute and comparative advantage, relative factor abundance and relative factor intensity, increasing returns to scale and imperfect competition. Finally we discuss the gains and losses from trade, their distribution among people and firms, and their implications for the debate on trade liberalization vs. protectionism .
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to complete a problem set weekly, and two of these each term will be collected at random for marking and feedback.
Indicative reading: Paul Krugman, Marc Melitz and Maurice Obstfeld; *International Economics: Theory and Policy*, 10th ed.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC317
Labour Economics

This information is for the 2017/18 session.

Teacher responsible: Dr Guy Michaels 32L2.10
Dr Pawel Bukowski 32L 2.01
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Management, BSc in Philosophy and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent and Introduction to Econometrics (EC220) or equivalent.
Course content: This course is an introduction to the economic analysis of behaviour and institutions in the labour market. Primarily microeconomic models are applied to labour market phenomena, such as labour supply and participation, labour demand by firms, and wage determination under different institutional settings. Students learn how to distinguish alternative theories empirically using real world data. The course explores how models and empirical analysis can be applied to evaluate labour market policies, such as the minimum wage, welfare programmes, and immigration restrictions. We will also examine labour market inequality and the role of technological change. The goal of the course is to enable students to think independently about labour market issues, drawing on the models and tools developed during the course.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Problems sets in the course involve hands-on statistical analysis of real world data.
Indicative reading: G Borjas, Labor Economics. Additional reading, drawn from journals, will be suggested during the course.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC319
Games and Economic Behaviour

This information is for the 2017/18 session.

Teacher responsible: Dr Andrew Ellis 32L 3.15 and Dr Francesco Nava 32L 3.20
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent. Fluency in calculus is essential, and some knowledge of analysis, linear algebra and set theory is advantageous. A highly motivated student with a less technical background could enrol on the course, if he or she finds handling economics mathematically comes naturally. Any such student should see Dr Nava or Dr Ellis before the course starts.
Course content: This course reviews fundamental concepts in Economic Theory and presents some of its most successful applications. The first part of the course consists of an introduction to Auction Theory. It presents standard auction

formats and discusses strategic behaviour in such environments. Auctions will be analysed both in private and interdependent value environments. Fundamental topics such as the revenue equivalence theorem, the optimal auction design problem and the linkage principle will be covered in detail. Departures from the standard model will be also considered allowing for heterogeneity among players, risk aversion, and budget constraints. The focus of the course is mainly theoretical, but when possible some evidence supporting the formal models will be discussed with references to relevant work in the field. The second part of the course will revise concepts in non-cooperative game theory and will introduce students to game theoretic models of bargaining, voting, and communication. After setting up the primitives of the game theory framework, different solution concepts will be analysed with an emphasis on different applications. In studying models of bargaining, both axiomatic and non-cooperative approaches will be examined, such as Nash's axiomatic approach and the Rubinstein-Stahl model.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
A revision lecture held in week 11 of Michaelmas term.
Formative coursework: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required.
Indicative reading: M. Osborne, "*An Introduction to Game Theory*", Oxford University Press, 2003. V. Krishna, "*Auction Theory*", Academic Press, 2009.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC321
Monetary Economics

This information is for the 2017/18 session.

Teacher responsible: Dr Kevin Sheedy 32L1.09
Professor Sir Charles Bean 32L 1.18
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Government and Economics, BSc in Mathematics and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent and Macroeconomic Principles (EC210) or equivalent. Introduction to Econometrics (EC220) or Further Mathematical Methods (MA212) or equivalent are also strongly recommended. Students who have not taken either of these two courses are still welcome provided they can show other evidence of a strong quantitative background.
Course content: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the central bank and the conduct of monetary policy. Subjects covered include: The nature and function of money; Asset prices and the term structure of interest rates; Classical monetary theory, neutrality and inflation; Interest-rate feedback rules; The interaction between monetary and fiscal policy; Theories of the demand for money; The market for reserves; Financial markets and financial intermediaries; The transmission mechanism of monetary policy and theories of the Phillips curve; The optimal rate of inflation and optimal stabilisation policy; The positive theory of inflation and the case for central bank independence; Policymaking in an uncertain environment; The role of banks in the transmission mechanism and the case for bank regulation; Financial crises and the role of the central bank as a lender of last resort; The 2007-8 financial crisis and unconventional monetary policies.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
A one-hour revision lecture will be held in week 11 of both MT and LT.
Formative coursework: Students are required to submit two essays or exercises in the MT and the LT. Feedback is provided on these by the class teacher.
Indicative reading: The most useful text books are M Lewis & P Mizen, Monetary Economics, and C Walsh, Monetary Theory and Policy 3rd edn. Other useful texts include: C Goodhart, Money, Information and Uncertainty, 2nd edn; D Laidler, The Demand for Money, 3rd edn; R Aliber and C Kindleberger, Manias, Panics and Crashes: A History of Financial Crises, 7th edn.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC325
Public Economics

This information is for the 2017/18 session.

Teacher responsible: Dr Daniel Reck 32L.3.16 and Prof Camille Landais 32L.3.06
Availability: This course is compulsory on the BSc in Social Policy and Economics. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Government and Economics, BSc in Philosophy and Economics and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent.
Course content: The first part of Michaelmas term lectures focuses on the issues of equity, efficiency and the role of the state. We begin by looking at questions of equity and alternative theories of the role of the state. We then look at problems of public choice and political economics, and go on to consider the implications of recent research in behavioural economics for welfare analysis. We conclude the first part by discussing issues of market failure, public goods and externalities, including environmental policy. The second part is devoted to the evaluation problem and empirical methods. The third part studies education policies, and the fourth part is devoted to social insurance programs. The final part is devoted to taxation, behavioural responses and the design of tax policy. We begin by examining the effects of taxes and transfers on labour supply and migration, and then go on to consider incomes and behavioural responses at the top of the income distribution. We look at the implications of taxation for economic efficiency and explore the optimal taxation of commodities and income. The final lecture is devoted to the question of development and public finance.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Feedback is provided for one class presentation and one essay (1,500 words) each term (Michaelmas and Lent).
Indicative reading: The recommended textbook for the course is Jonathan Gruber (2011) Public Finance and Public Policy, 3rd edition, Worth Publishers. Many of the readings will be journal articles.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC331
Quantitative Economics Project

This information is for the 2017/18 session.

Teacher responsible: Dr Matthew Levy 32L3.21
Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed Principles of Econometrics (EC221) or exceptionally Introduction to Econometrics (EC220).
Course content: This course provides an opportunity to learn how to do independent quantitative economic research at an advanced level. Students are expected to pursue research on a question of their own choice under the supervision of a member of staff. They are expected to formulate an initial proposal near the start of MT in order to be matched with a supervisor, refining their choice into a manageable research question during that term. Following independent work during MT, a seminar in week 9 will review student progress. In the LT seminars, each student will present a preliminary outline of the results for comments by fellow students and teachers, and later a follow-up presentation on further, more final results and a draft dissertation. Seminars in LT are formally timetabled as classes.
Teaching: 4 hours of seminars in the MT. 20 hours of seminars in the LT. In week 11 of the MT and the LT students will work independently (with supervisory advice).
Formative coursework: Students are required to prepare material for their presentations in the seminar, but this is not formally graded. Students are additionally expected to participate in discussion on the presentations of other students' as this is part of the training of a research economist, but this is also not formally assessed.
Indicative reading: As each student chooses an individual research question, there is no common reading list for this course.
Assessment: Dissertation (100%, 10000 words) in the LT.
A completed dissertation (up to 10,000 words, not including abstract, footnotes, bibliography and tables) on an approved subject will be required to be submitted by 25 April 2018. There is no written examination. The dissertation carries all the marks.

EC333
Problems of Applied Econometrics

This information is for the 2017/18 session.

Teacher responsible: Dr Guy Michaels 32L.2.10
Dr Rachael Meager 32L.3.13
Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Social Policy and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: Students should have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or equivalent, and either Introduction to Econometrics (EC220) or Principles of Econometrics (EC221).
Students who have completed EC220 rather than EC221 should refer to Dr Gentry for advice before starting the course regarding additional preparatory work for Lent term course material.
Course content: The purpose of this course is to provide a solid grounding in recent developments in applied econometrics. A major feature of the course is the use of both analytical and computer-based (data) exercises for the classes, which will enable students to gain practical experience in analysing a wide variety of econometric problems. The topics covered in the Michaelmas term include analysis of experimental and non-experimental data, identification of average treatment effects and local average treatment effects, weak instrument problems, quantile regressions, and regression discontinuity. The Lent term will focus on topics in the analysis of cross section and panel data with static and dynamic models, including fixed and random effects, nonlinear models, issues of measurement error, selection and attrition in panel contexts, binary choice models, maximum likelihood estimation, and generalized method of moments.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Michaelmas term: 2-3 problem sets, usually to include econometric questions and applications. Feedback to be provided by the class teacher. Lent term: 3 problem sets, usually to include econometric questions and applications. Feedback to be provided by the class teacher.
Indicative reading: A detailed reading list will be provided at the beginning of each term of the course. In parts of the Michaelmas we will use sections from the textbook "*Mostly Harmless Econ*ometrics" by Angrist and Pischke. There is no single text for the Lent term, but useful books (somewhat more advanced than the lectures) are Hsiao, "*The Analysis of Panel Data*" and Wooldridge, "*Econometrics*".
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC340
PPE Interdisciplinary Research Seminar

This information is for the 2017/18 session.

Teacher responsible: Prof Charlie Bean 32L 1.18
Prof Erik Berglof
Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.
This course is only available to third year students on the BSc in Philosophy, Politics and Economics. The course started at the beginning of Lent Term in year 2 as EC240 and continues as EC340 through to the end of Lent Term in year 3.
Course content: The course will include lectures given by top researchers from inside and outside LSE, including researchers from the public, private and third sector. The lectures will expose the students to research on the frontier in topics such as public economics, political economy and decision making in the public domain. This research and background reading will then be discussed in seminars.
Teaching: 7 hours and 30 minutes of lectures and 5 hours of seminars in the LT.
The course will run across three terms starting at the beginning of Lent term in year 2 of the PPE and continuing in Michaelmas and Lent term of year 3 of the PPE. Each term will consist of a series of biweekly lectures (5 x 90 mins) and seminars (5 x 60 mins). Lectures will be given by outside speakers on a specific topic, such as inequality, and will allow for the opportunity to interact and ask questions. Depending on the availability of the speaker, there may be the opportunity for further discussion at an informal social event after the lecture. The seminars will discuss the previous lecture as well as examining background reading related to the topic.
Formative coursework: Students will be expected to produce one essay and one presentation each in the MT and LT.
Students will write a 2,500 word essays in groups in the LT of year 2 and MT of year 3 and an individual essay of 2,000 words in LT in year 3. In addition, students will discuss and present current research. Feedback on these group essays and presentations will help prepare students for the final individual essay and presentation.
Indicative reading: Besley, Timothy and Torsten Persson, Pillars of Prosperity: The Political Economics of Development Clusters, Princeton University Press, 2011 (will be used as the core text book, and students will be asked to familiarise themselves with the core modelling framework developed in the book); Acemoglu, Daron and James Robinson, Why Nations Fail, Crown Books,

2012; Banerjee, Abhijit and Esther Duflo, Poor Economics, Random House, 2011; Fukuyama, Francis, The Origins of Political Order, Profile Books, 2011; Moore, Barrington, Social Origins of Dictatorship and Democracy, Beacon Press, 1966; North, Douglass, John Wallis and Barry Weingast, Violence and Social Orders, Cambridge University Press, 2009; Piketty, Thomas, Capital in the 21st Century, Harvard University Press, 2014; Sen, Amartya, The Idea of Justice, Allen Lane, 2009. An extensive list of required and further readings will be available on Moodle.
Assessment: This information is for students in the second year of the PPE Interdisciplinary Research Seminar. First year students please refer to the EC240 course guide.
Students will be assessed throughout the course, through essays, presentations and class participation. There will be one summative essay per term and one presentation per term in MT and LT of the third year of the PPE.
Presentation (20%) and essay (70%, 2000 words) in the MT and LT of year 3.
Class participation in EC240 and EC340 (10%).
The overall grade the students will receive will be one of four: fail, pass, merit and distinction.

EH101
The Internationalisation of Economic Growth, 1870 to the present day

This information is for the 2017/18 session.

Teacher responsible: Dr Eric Schneider SAR.5.16 and Dr Christopher Minns SAR.5.12
Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available on the BA in History, BSc in Environment and Development, BSc in International Relations and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century. The course is designed to introduce students not only to a wide variety of topics and issues, but also to the wide variety of approaches used by historians. The course includes analyses of the original leading nation, Britain, and its replacement, the United States, we well as the catch-up of areas such as continental Europe, and the failure to catch-up of earlier well-placed areas such as Latin America. The effects of major events - such as wars and debt crises - are investigated, and we also consider the implications of changing global economic institutions, such as the Gold Standard and IMF, as well as the effects of sometimes rapid changes in product and process technology.
Teaching: 10 hours of lectures and 8 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Lectures: There is one lecture course (EH101) with 21 lectures in the MT, LT and ST. A lecture programme will be circulated at the first meeting. This course uses Moodle to provides a web based location for your core LSE course materials. The lectures are accompanied by weekly classes (EH101.A). Classes are given by several different teachers. They do not necessarily deal with the same topics each week but they all cover the same ground. There is a reading week in Week 6 of MT and LT.
Formative coursework: Students are expected to write four very short papers during the year and two longer essays.
Indicative reading: The following are particularly useful: A G Kenwood & A L Lougheed, The Growth of the International Economy, 1820-2000 (2000); J Foreman-Peck, A History of the World Economy; R Floud & P Johnson (Eds), The Cambridge Economic History of Modern Britain, Vol 2 & Vol 3 (2004); T Kemp, The Climax of Capitalism. The US Economy in the 20th Century; P Johnson (Ed), Twentieth-Century Britain: Economic, Social and Cultural Change (1994); E Jones, L Frost & C White, Coming Full Circle. An Economic History of the Pacific Rim (1993); C H Feinstein, P Temin & G Toniolo, The European Economy between the Wars (1997); M S Schulze (Ed), Western Europe, Economic & Social Change; B Eichengreen, Globalizing Capital. A History of the International Monetary System; M S Blackford, The Rise of Modern Business in the USA, Britain and Japan; William Easterly, The Elusive Quest for Growth (2002). (A fuller reading list and class topics will be given out at the first meeting.)
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH102
Pre-industrial Economic History

This information is for the 2017/18 session.

Teacher responsible: Prof Oliver Volckart SAR 6.10
Availability: This course is compulsory on the BSc in Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: This course surveys long-term processes of growth and development in late medieval and early modern Europe (fourteenth to eighteenth centuries). It focuses on the transition from a hierarchical society of estates or corporate orders to a market society based on legal equality. There are two core questions: First, why did this transition occur in an evolutionary way in England and the Netherlands, whereas it was severely delayed the rest of Europe? And second, how is it related to the 'small divergence' between the Dutch Republic and England on the one side and most of the Continent on the other, where the North-West enjoyed significantly higher living standards and per capita incomes than other countries even before industrialisation began? The course thus raises fundamental questions about societies and economies: Was pre-industrial economic growth transitory and regional? Or was it a recurrent, even normal phenomenon, which however could occasionally be reversed? Was Dutch and British success the result of their social and institutional features? Or was it a combination of geographical factors and good fortune? To what degree did early modern governments help or hinder economic development? Did Europe's political fragmentation hold back the continent's development, or did competition between states have beneficial consequences? In conclusion, can we define an optimal combination of social, political, and economic institutions that sustained growth in the past (and thus, perhaps, in the future)?
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in Week 6 of MT and LT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Students will give presentations on topics that form part of the course content.
Students will receive structured feedback on their formative coursework (both on their essay and the presentation).
Indicative reading: Anderson, J.L. (1991): Explaining long-term economic change, Cambridge (Cambridge University Press). Cipolla, C.M. ed. (1971/72). The Fontana economic history of Europe, vols. 1 and 2, London (Fontana). de Vries, J. (1976). The economy of Europe in an age of crisis, 1600-1750, Cambridge, London, New York etc. (Cambridge University Press). Hatcher, J. and Bailey, M. (2001): Modelling the Middle Ages. The History and Theory of England's Economic Development, Oxford (Oxford University Press). Miskimin, H. (1969). The Economy of Early Renaissance Europe 1300-1460. Englewood Cliffs/NJ: Prentice-Hall. Miskimin, H. (1977). The Economy of Later Renaissance

Europe 1460-1600. Cambridge, London, New York, Melbourne: Cambridge University Press. Persson, K. G. (2010). An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present. Cambridge: Cambridge University Press.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the LT.

EH103
Making Economic History Count

This information is for the 2017/18 session.

Teacher responsible: Dr Debin Ma SAR.6.12
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.
This course is very strongly recommended for all first year Economic History students.
Pre-requisites: None
Course content: This course provides students a brief, non-technical introduction to the quantitative methods that economic historians use to understand the past. It assumes no prior statistical knowledge or experience. It will teach students basic statistics (descriptive statistics and inferential statistics) and how to implement and visualise these statistics with Excel. These skills will be essential for the independent research projects conducted in the second and third year and are highly desired skills on the job market. In addition, it will introduce students to regression analysis and teach them to interpret regression tables. Regression analysis is a very common methodology employed in the economic history and economics literature, so understanding how to interpret regressions will allow students to engage with readings for other economics and economic history courses at a higher level. All first year Economic History students are very strongly encouraged to take this course.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. Some of the classes will take the form of computer based workshops.
Formative coursework: The formative coursework will consist of weekly exercises to give students practise with Excel and the methods being taught in the lecture. There will be a formative take home exam over Christmas Break (due week 2 of Lent Term) to test students' knowledge of the material.
Indicative reading: Feinstein, Charles and Mark Thomas, *Making History Count: A Primer in Quantitative Methods for Historians* (Cambridge, 2002).
Hudson, Pat and Mina Ishizu, *History by Numbers* (London, 2016).
Assessment:
There is no summative assessment for this course.

EH204
Money and Finance: From the Middle Ages to Modernity

This information is for the 2017/18 session.

Teacher responsible: Prof Oliver Volckart SAR 6.10 and Dr Olivier Accominotti SAR 5.14
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course provides an overview of the main developments in monetary and financial history from 800 to the present day, taking the students from the simple beginnings of medieval European monetary history to the complex financial arrangements of the modern world. The first part of the course covers the emergence of money and finance from the medieval ages to the early modern period. The second part examines the main developments in the global financial system since the nineteenth century. Historical developments in major European and non-European countries (England, Spain, Italy, France, Germany, USA) will be discussed and compared. The course is designed to introduce students to the main concepts of money and finance (financial development, financial integration, monetary policy, banking crises etc.) and to provide a long run perspective to the current policy debate.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a Reading Week in Week 6 of MT and LT.
Formative coursework: The students will produce 3 formative essays. The exercise will help them practice academic writing (structuring and presenting arguments, providing explanations, referencing etc.); a skill both necessary for the dissertation they are expected to write in year 3 and helpful for the exam of this course that will take place in summer term. The class presentation has a formative character, too. Students will practice presenting complex arguments to their peers and answering questions from the audience.
Indicative reading: 1. Barrett, W. (1990): World Bullion Flows, 1450-1800, in: Tracy, J.D., ed., The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World 1350-1750, Cambridge (Cambridge University Press), pp. 224-254. 2. Chilosi, D. and Volckart, O. (2011). Money, States and Empire: Financial Integration and Institutional Change in Central Europe, 1400-1520. Journal of Economic History 71, 762-791. 3. Eichengreen, B. (1992), Golden Fetters: The Gold Standard and the Great Depression, 1919-1939, Oxford (Oxford University Press). 4. Eichengreen, B. (2008), Globalizing Capital: A History of the International Monetary System, Princeton (Princeton University Press). 5. Friedman, M. and A. Schwartz (1963), A Monetary History of the United States, 1867-1960, Princeton (Princeton University Press). 6. Kindleberger, C. P. (2005), Manias, Panics and Crashes. A History of Financial Crises, 5th edition, New York: Macmillan. 7. Reinhart, C. and K. Rogoff (2009), This Time Is Different: Eight Centuries of Financial Folly, Princeton (Princeton University Press). 8. Spufford, P. (1991): Money and its Use in Medieval Europe, Cambridge et al. (Cambridge University Press).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH207
The Making of an Economic Superpower: China since 1850

This information is for the 2017/18 session.

Teacher responsible: Dr Debin Ma SAR 6.12
Availability: This course is available on the BA in History, BSc in Accounting and Finance, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides a survey of long-term economic change in China from the mid-nineteenth century to the present. It focuses on China's long path to becoming a major global economic power at the beginning of the new millennium. The course examines the importance of ideological and institutional change in bringing about economic transformations

by surveying major historical turning points such as the opening of China in the mid-nineteenth century, the collapse of the Qing in 1911, the rise of the Communist regime in the 1950s and the adoption of a reform policy since the late 1970s. It examines both the constraints as well as the capacity of a giant traditional economy to respond and regenerate in the face of external challenge from outside since the Opium War of the mid-nineteenth century. The economic analysis of Chinese economic history will examine both macro and micro level questions.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Formative coursework: Students are expected to write four essays or equivalent pieces of written work.
Indicative reading: Naughton. B., The Chinese economy, transitions and growth (MIT Press); Rawski. T., Economic growth in prewar China (Univ. of Berkeley Press); Brand, L. and Rawski. T (eds.) China's great economic transformation (Cambridge University Press); Richardson, P. Economic change in China, c. 1800-1950 (Cambridge University Press); Spence, J.D The search for modern China (New York : W.W. Norton).
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (15%, 1500 words) in the MT and LT.
Essay (15%, 1500 words) in the ST.
Coursework of two take home essays of 1,500 words (inclusive of bibliography and footnotes) to be completed independently by each individual student. The essays should develop arguments, analysis and evidences on a specific research question (or a set of research questions) chosen by the student in consultation with teachers and should be related to the course materials covered. While it is essential to demonstrate one's grasp of the course material, students are encouraged to develop their own insights and arguments going beyond the course material.

EH211 Not available in 2017/18
Africa and the World Economy, 1500-2000

This information is for the 2017/18 session.

Teacher responsible: Dr Leigh Gardner SAR 5.07
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.
Course content: This course examines aspects of the economic history of sub-Saharan Africa, focusing on the nature and consequences for Africa of its external relationships. Lectures provide a chronological introduction to significant periods in African economic history, from the pre-colonial period through the slave trade, different periods of colonial rule, post-independence state-led development, and Structural Adjustment. Classes focus on case studies from individual countries and regions, which illustrate the diversity of experience across the continent. Primary source material related to the case studies will be included in the readings and facilitate the development of research skills in African economic history.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in Week 6 of MT and LT.
Formative coursework: Students will be expected to write four essays or equivalent pieces of written work during the course
Indicative reading: For a general overview of African history over the period, see R.J. Reid, A History of Modern Africa (2009); J. Iliffe, Africans: The History of a Continent (1995). Specific texts on African economic history include R. Austen, African Economic History (1987); R. Bates, Essays on the Political Economy of Rural Africa (1983); C. Feinstein, Conquest, Discrimination and Development: an Economic History of South Africa (2005); J. Forbes Munro, Africa and the International Economy, 1800-1950 (1976); A. Hopkins, An Economic History of West Africa (1973); R.M.A van Zwanenberg and A. King, An Economic History of Kenya and Uganda, 1800-1970 (1975)
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH225
Latin America and the International Economy

This information is for the 2017/18 session.

Teacher responsible: Dr Peter Sims, SAR.6.15
Availability: This course is available on the BA in History, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environmental Policy with Economics and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course examines the development trajectory of Latin America and its relation with the international economy from the Early Modern period (c. 1700) to the present. It focuses on the political and economic factors that drove - and that resulted from- the region's engagement with the world attending to the environment, population and factor endowments, institutions and policies. The causes and outcomes of this 'engagement' will be explored in the following broad themes: the determinants of Latin American growth performance, the political economic legacy of European rule and of the formation of modern states and markets; the ambivalent relation with international markets and institutions, the continuous quest for development together with political and macroeconomic instability; the economic aspects of different political experiments and political culture - from authoritarian to democratic regimes and various generations of populism interspersed with military rule and direct democracy- and the short and long run impact on equality, poverty and the prospect for sustained intensive growth.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
There will be a reading week in Week 6 of MT and LT.
Formative coursework: Students are expected to write two essays or equivalent pieces of written work, and offer an oral presentation individually or in a team throughout the course.
Indicative reading: V. Bulmer-Thomas (2014) The Economic History of Latin America since Independence, Cambridge University Press, Ibid. (2012) The Economic History of the Caribbean since the Napoleonic Wars, Cambridge University Press; P. Franko, (2007) The puzzle of Latin American economic development, Rowman & Littlefield; J. L. Gallup, (2003) Is geography destiny?: lessons from Latin America, World Bank; E. Stein, et al. (2008) Policymaking in Latin America: how politics shapes policies, IADB; V. Bulmer-Thomas, JH Coatsworth, and R. Cortés Conde (2006) The Cambridge Economic History of Latin America, Cambridge University Press 2 vols; Ocampo, JA, and Ross, J (2011). The Oxford Handbook of Latin American Economics. Oxford: Oxford University Press; Bértola, L and Ocampo, JA (2012), The economic development of Latin America since independence. Oxford: Oxford University Press. Scartascini, CG., Stein E. and Tommasi, M (2010). How democracy works: political institutions, actors, and arenas in Latin American policymaking. [Washington, D.C.]: IADB; Blake, C.H (2007) Politics in Latin America 2nd edition Boston, Houghton Mifflin Company. Edwards, S, Esquivel, G & Márquez, G. (2007) The decline of Latin American economies growth, institutions, and crises. Chicago: University of Chicago Press; Bethell, L. (1984/2008) The Cambridge History of Latin America, Cambridge University Press, vols IV and VI
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH237
Theories and Evidence in Economic History

This information is for the 2017/18 session.

Teacher responsible: Dr Patrick Wallis and Dr Eric Schneider SAR.5.18
Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.
Course content: The course examines theories and concepts used in economic history, and provides an introduction to the methods used by economic historians to collect evidence and generate inference on relevant historical questions. The course will begin with an examination the development of history as a subject and discipline. Consideration will be given to the assumptions made in economics and their principal applications in economic history. The course will also introduce students to essential methods for the design and execution of a research project. Students will be introduced to the analysis of historical arguments and the critical interpretation of primary and secondary sources. The course will also provide students with the basic quantitative skills required to pursue an independent research project, and to engage critically with current scholarship in economic history.
The course will include a non-assessed component that serves to prepare students for their final year dissertation, covering the formulation of the thesis question, primary and secondary sources, analysis of evidence, and structuring and writing up the thesis. Students are expected to submit a preliminary title for their final year dissertation before the end of ST and get this approved by their supervisors.
Teaching: 11 hours of lectures and 10 hours of classes in the MT. 11 hours of lectures, 14 hours of seminars and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There is reading week in Week 6 of MT and LT.
Formative coursework: Students are expected to write four essays or equivalent pieces of written work.
Indicative reading: J Tosh, The Pursuit of History (2002), L Jordanovea, History in Practice (2000), CH Feinstein and M Thomas, Making History Count (2002), and P Hudson, History by Numbers (2000)
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Project (30%, 3000 words) in the LT.

EH238
The Industrial Revolution

This information is for the 2017/18 session.

Teacher responsible: Dr Neil Cummins SAR.5.13
Availability: This course is available on the BA in History, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course presents and debates the key explanations for the origin of modern economic growth. Deep factors; geography, genetics, life, love and death are considered before we examine closely the British Industrial Revolution – the key turning point in economic history. Social mobility, inequality and the effects of growth on living standards are discussed. EH238 focuses on the research frontier in economic history.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in Week 6 of MT and LT.
Formative coursework: During the course students are expected to write four essays or equivalent pieces of written work.
Indicative reading: Mokyr, The British Industrial Revolution; Floud and Johnson, Cambridge Economic History of Modern Britain, vol I; Berg, Age of Manufactures; Allen, The British Industrial Revolution in Global Perspective; Crafts, British Economic Growth.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

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

This information is for the 2017/18 session.

Teacher responsible: Dr Peter Cirenza
Availability: This course is available on the BSc in Accounting and Finance, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History and BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course examines the successes and failures of British business and industry, with an emphasis on the post-World War II period. It examines many of the hypotheses on why the UK economy grew more slowly than other OECD nations during this period. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US and Japan. The course is organised to combine economy- wide factors, such as education, management organisation, labour relations, and membership in the EU, with case studies of industries as diverse as cotton, cars, banking and steel. By interacting themes and case studies, students get a sense of how national policies interact with business opportunities, and how governments can both aid and harm business. They also get a sense of why much – but not all – of British business history in the post-war period has been characterised as one of relative decline. The main attention is on the post-war period, including current changes in performance, but the historical roots of Britain's recent performance are also considered.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in Week 6 of MT and LT.
Formative coursework: During the course students are expected to write three essays or equivalent pieces of written work.
Indicative reading: The main work used in the course is G. Owen, From Empire to Europe: The Decline and Revival of British Industry since the Second World War (2000). The following are also useful: S. Broadberry, The productivity race: British manufacturing in international perspective 1850-1990 (1997), R Floud & P Johnson (Eds), The Cambridge economic history of modern Britain: structural change and growth, 1939-2000 (2004), B Elbaum & W Lazonick (Eds), The Decline of the British Economy (1986), M. Blackford, The rise of modern business: Great Britain, the United States, Germany, Japan, and China (2008).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH304
The Economic History of North America: from Colonial Times to the Cold War

This information is for the 2017/18 session.

Teacher responsible: Dr Christopher Minns SAR 5.12
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in

Economics with Economic History. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students taking the course as an outside option must have completed at least one other economic history course.
Course content: The course surveys major developments in the economic history of North America between 1600 and 2000. Colonial development; the American Revolution; Early North American Industry; Slavery; Westward expansion; the American Civil War; Regional Economic Development; Railroads and growth; International and internal trade; Finance and banking in the 19th century; Migration and labour markets in the 19th Century' World wars and North American Economies; the Great Depression; Post-war economic development and policy.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.
A weekly one-hour student led lecture and one-hour student led seminar.
Formative coursework: A minimum of two essays and a mock examination.
Indicative reading: Atack and Passell, A New Economic View of American History (1994); Engerman and Gallman, The Cambridge Economic History of the United States, vols 1,2,3 (2000); Hughes, American Economic History (1990); Haines and Steckel (eds.), A Population History of North America. (2000).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH306
Monetary and Financial History since 1750

This information is for the 2017/18 session.

Teacher responsible: Dr Olivier Accominotti SAR 5.14
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.
Course content: This course covers international Monetary and Financial History since the mid-18th century. The course is designed to introduce students to the key issues around globalised finance and money. It will look into the rise and eventual demise of the Gold Standard, the emergence and occurrence of financial crises, the globalisation and geography of financial markets, and changes in policy responses and regulation over time.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
The two-hour seminar in ST will be a revision seminar.
There will be a Reading Week in Week 6 of MT and LT.
Formative coursework: During the course students are expected to write three essays or equivalent pieces of written work
Indicative reading: Kindleberger, Manias, Panics, and Crashes, Ferguson, Ascent of Money, Foreman-Peck, History of the World Economy, Eichengreen, Golden Fetters, Eichengreen, Globalising Capital.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH307 Not available in 2017/18
The Economic History of South Asia, 1600-2000

This information is for the 2017/18 session.

Teacher responsible: Prof Tirthankar Roy SAR 6.16
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.
Course content: South Asia is one of the fastest growing economies of the world. The region is also home to nearly one-third of the world's poorest people. How did this paradoxical mix between the creation of wealth and persistence of poverty come into being? Does economic history suggest an answer? The course introduces the stylized facts and major debates in the economic history of modern South Asia. It considers the legacies of empires and developmental states, globalizations of the past and the present times, and the role of indigenous institutions and resource endowments. The course begins with a discussion of empires and markets before European colonial rule began, with special reference to maritime trade and craft production, in which the European East India companies were interested in. For the colonial period, the major theme is the transformation engendered by colonialism and international economic integration. In the sixty years since the end of colonial rule, developmental states tried to overcome the obstacles to growth as the economists interpreted them. The course considers how successful they were in meeting the aim, and why they were limitedly successful.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in Week 6 of MT and LT.
Formative coursework: Students are expected to write three essays or equivalent pieces of written work.
Indicative reading:
1. Dietmar Rothermund, An Economic History of India (1993)
2. B.R. Tomlinson, The Economy of Modern India (2013)
3. Tirthankar Roy, The Economic History of India 1757-2010 (2011)
4. G. Balachandran, ed., India and the World Economy 1850-1950 (2003)
5. Latika Chaudhary and others, eds., A New Economic History of Colonial India (2016)
6. P.J. Marshall, ed., The Eighteenth Century in Indian History (2004)
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

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

This information is for the 2017/18 session.

Teacher responsible: Prof Juan Roses Vendoiro SAR 5.15
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.
Course content: The course explores how and why the location of economic activities changes across time and space from industrialization up to the present. One goal for this course is to demonstrate the importance of history in the formation of the present-day economic landscape. An equally important goal is to demonstrate the applicability of the study of economic geography to the understanding of historical patterns of development and underdevelopment. The course is not organized chronologically but thematically. Particular attention focuses on four major issues: the development of cities, the creation of national markets, the historical basis for manufacturing agglomeration, and the historical evolution and sources of regional inequality.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
There will be a reading week in Week 6 of MT and LT.
Formative coursework: All students are expected to write one formative essay, or similar piece of work, and make one formative presentation that will not be used in the final assessment.
Indicative reading: Combes, Pierre-Philippe, Thierry Mayer and Jacques-François Thisse, Economic Geography: The Integration

of Regions and Nations. Princeton University Press, 2008. Davis, David R. and Donald E. Weinstein, 2002. “Bones, Bombs, and Break Points: The Geography of Economic Activity,” American Economic Review, vol. 92 (5), pp. 1269-1289. Garretsen, Harry and Martin, Ron (2010), Rethinking (New) Economic Geography Models: Taking Geography and History More Seriously, Spatial Economic Analysis, 5, 2, pp. 127-160. Kim, Sukkoo and Margo, Robert A., 2004. "Historical perspectives on U.S. economic geography," Handbook of Regional and Urban Economics, in: J. V. Henderson & J. F. Thisse (ed.), Handbook of Regional and Urban Economics, edition 1, volume 4, chapter 66, pages 2981-3019 Elsevier. Schulze, M-S., and N. Wolf, 2012. “Economic Nationalism and Economic Integration: the Austro-Hungarian Empire in the late 19th Century”, Economic History Review, vol. 62 (2), pp. 652-673.
Assessment: Essay (35%, 2500 words) in the MT.
Essay (35%, 2500 words) in the LT.
Presentation (30%) in the MT and LT.

EH309 Not available in 2017/18
Slavery from Ancient Greece to the Gulag

This information is for the 2017/18 session.

Teacher responsible: Professor Oliver Volckart
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: None
Course content: The course surveys slave labour-employing economies from a long-term and global perspective on the basis of the research literature and of primary source material. It covers the period from the fifth century BCE to the second half of the twentieth century and not only Ancient and Christian Europe but also the Islamic world and the Americas. Slavery in Classical Greece and in the Roman Empire will be discussed just as well as the employment of military slaves in the medieval and early modern Muslim empires. Further core topics are the early modern Atlantic slave trade, black slavery in the American South, the formal abolition of slavery and the use of slave or quasi slave labour in the totalitarian dictatorships of the twentieth century.
The course raises fundamental questions first about the nature of work in different historical periods, societies and economic systems, and second about the criteria that allow distinguishing economic systems. What was a slave? How did the work of a slave differ from that of a free person? Was slavery always inefficient? To what extent was it compatible with ‘feudalism’, a free market economy, or capitalism, and did it hold back technological progress and economic growth? One of the core hypotheses is that a clear-cut distinction between slavery and freedom is historically and geographically an exception: In most periods and cultures, there was a fluid transition, with labour being not either enslaved or free, but rather more or less free. The course will address the question of what this implies for the analysis of historical labour markets and their outcomes as reflected, for example in factor prices.
Teaching: 2 hours of lectures and 18 hours of seminars in the MT. 20 hours of seminars in the LT.
Following an introductory lecture in week 1 of the Michaelmas Term, the course will be taught over 19 two-hour seminars
Formative coursework: Students will be expected to produce 1 presentation in the MT.
Indicative reading: Engerman, S. L. (1973). Some Considerations Relating to Property Rights in Man. Journal of Economic History 33, 43-65. Fynn-Paul, J. (2009). Empire, Monotheism and Slavery in the Greater Mediterranean Region from Antiquity to the Early Modern Era. Past & Present 205, 3-40. Klein, H. S. (2010). The Atlantic Slave Trade. Cambridge: Cambridge University Press. Patterson, O. (1982). Slavery and Social Death: A Comparative Study. Cambridge, MA, London: Harvard University Press. Pryor, F. L. (1977). A Comparative Study of Slave Societies. Journal of Comparative Economics 1, 25-49.
Assessment: Essay (75%, 5000 words) and presentation (25%) in the LT.
At the end of week 6 of the Lent Term, students submit a summative 5000-word essay that concerns one of the seminar questions; their mark on this counts 75 per cent toward their final mark. Their Lent Term presentation will be assessed, too; it counts for altogether 25 per cent.

EH325 Not available in 2017/18
Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth

This information is for the 2017/18 session.

Teacher responsible: Prof Janet Hunter SAR 5.17
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.
Course content: The course combines an examination of selected major themes and historiographical issues in modern Japanese development with a focus on particular empirical aspects of Japanese economic history since the mid-19th century. Topics will include pre-industrial growth and its legacy; economic growth before the Second World War; formal and informal empire; the Pacific War and the Occupation of Japan; trade and interaction with the international economy; consumption and living standards; gender in the modern Japanese economy; institutions and organisations.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
20 weekly two-hour seminars in MT and LT. One 2-hour seminar in ST.
(There will be a Reading Week in the 6th week of MT and LT.) Students are expected to do prior reading and preparation, to participate in group discussion and to make presentations.
Formative coursework: students will be expected to write two essays of no more than 2,500 words.
Indicative reading: A detailed reading/seminar list is handed out at the beginning of the course, but the texts listed below provide a background: A Gordon, A Modern History of Japan (2003); P Francks, Japanese Economic Development (3rd edn, 2015); P Francks, *Rural Economic Development in Japan* (2006); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed, Industrialisation: Critical Perspectives on the World Economy (1998); M Tanimoto (eds), *The Role of Tradition in Japan's Industrialisation* (2006), Part 1.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 3500 words) in the LT.

EH326
Innovation and its Finance in the 19th and 20th Centuries

This information is for the 2017/18 session.

Teacher responsible: Dr Gerben Bakker SAR 5.09
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students taking the course as an outside option must have completed at least one other economic history course.

Course content: The course explores the relationship between innovation and the financing of it in the nineteenth and twentieth centuries, the impact on economic growth and how policy makers managed (or failed) to encourage innovation investment and technology adoption.
Technological change and organizational innovation are critical determinants of the pace of economic growth. This course looks at the specific ways in which innovation transformed industries around the world in the modern era. The course has a global reach though it will concentrate on countries in Northern Europe and the United States. Particular attention focuses on links between innovation and finance: finance is a fundamental input for almost every type of productive activity. The course will explore issues such as; the relationship between market size and structure and technological progress; how firms developed the capabilities to profit from new technologies; and how policy makers attempted to nurture institutions to stimulate investment and technology adoption. The course will therefore cover themes such as the process of invention, innovation typologies, the history of R&D management, anti-trust policy, corporate governance, organisational change, incentives, intellectual property rights and the regulation of technology and its finance more broadly.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in Week 6 of MT and LT.
Formative coursework: All students are expected to write three essays or equivalent pieces of written work
Indicative reading: Naomi Lamoreaux and Kenneth Sokoloff eds., Financing Innovation in the United States, 1870 to the Present (MIT Press, 2007); Joel Mokyr, The Gifts of Athena: Historical Origins of the Knowledge Economy, (Princeton University Press, 2002); Raghuram Rajan and Luigi Zingales, "Financial Dependence and Growth," American Economic Review 88 (1998): 559-586; Nathan Rosenberg, Inside the Black Box: Technology and Economics, (Cambridge University Press,1982); Joseph A. Schumpeter, "Can Capitalism Survive?" in his Capitalism, Socialism and Democracy (Routledge reprint, 1942, 2000); Benn Steil, David G. Victor and Richard R. Nelson eds., Technological Innovation and Economic Performance (Princeton University Press, 2002); John Sutton, Technology and Market Structure: Theory and History (MIT Press, 1998); James M. Utterback, Mastering the Dynamics of Innovation (Harvard Business School Press, 1996).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH327 Not available in 2017/18
China's Traditional Economy and its Growth in the Very Long-Term

This information is for the 2017/18 session.

Teacher responsible: Prof Kent Deng SAR 6.05
Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.
Course content: The course explores the main aspects China's economic growth in the very long term from c.1000 AD to 1800, It begins with a survey of general models/themes in Chinese economic history, followed by particular issues: the formation, expansion and the function of the Chinese empire; Confucian values and state economic polices; property rights; peasantry and peasant economy; proto-industrialisation; commerce and trade; science and technology; demographic fluctuations; living standards; external shocks and foreign influence; internal rebellions and revolutions; reforms and modernisation.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.
Students are expected to do prior reading and to make presentations on a regular basis.
There will be a reading week in Week 6 of MT and LT
Indicative reading: A full reading list and course outline are distributed at the beginning of the course. The following readings provide indication of the scope and nature of materials used in the course: K G Deng, 'A Critical Survey of Recent Research in of Chinese Economic History', Economic History Review (2000); J K Fairbank, Chinese Thought and Institutions (1957); M Elvin, The Pattern of the Chinese Past (1973); C A Ronan, The Shorter Science and Civilisation in China (1978-86); J Y Lin, 'The Needham Puzzle: Why the Industrial Revolution did not Originate in China', Economic Development and Cultural Change (1995); G W Skinner, The City in Late Imperial China (1977); J Lee & F Wang, One Quarter of Humanity (1999); K Pomeranz, The Great Divergence, Europe, China and The Making of the Modern World Economy (2000); A Watson, Economic Reform and Social Change in China (1992); R B Wong, China Transformed (1997). 'Imperial China under the Song and Late Qing', in Andrew Monson and Walter Scheidel (eds), Fiscal Regimes and Political Economy of Premodern States, Cambridge University Press: ch. 10 (pp. 308–42). Deng, Kent and Zheng, Lucy (2015) Economic restructuring and demographic growth: demystifying growth and development in Northern Song China, 960–1127 Economic History Review, 68 (4). 1107-1131.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH390
Dissertation in Economic or Social History

This information is for the 2017/18 session.

Teacher responsible:
Dr Peter Sims, SAR.6.15
Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available on the BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.
Course content: The subject of the dissertation should relate broadly to one of the economic history courses that have been chosen. The compulsory seminars cover the formulation of the thesis question; primary and secondary sources; analysis of evidence; and structuring and writing up the thesis.
There will be no seminars in Week 6 of MT and LT, due to Reading Week.
Assessment: Dissertation (100%, 10000 words) in the LT.
The dissertation must not exceed 10,000 words in length.
After being marked, the dissertation will not be returned to the candidate. The title of the dissertation should be approved by the candidate's supervisor early in MT and a title form signed by the supervisor must be submitted to the course organiser by mid-October.

FM100 Half Unit
Introduction to Finance

This information is for the 2017/18 session.

Teacher responsible: Prof Daniel Ferreira
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Course content: This course will provide a non-technical introduction to Finance and an overview of the Finance discipline. The aim of the course is to explain the importance of finance to individuals, firms, and society in general. Topics will include discounting and present value, risk and return, financial markets and trading, mutual and hedge funds, banks and other financial intermediaries, financial securities, capital structure, venture capital

and private equity, initial public offerings, and valuation of firms and projects.
Teaching: 30 hours of seminars in the LT.
This course will be taught in an interactive teaching format.
Formative coursework: Feedback will be given on homework assignments.
Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Brealey, Myers and Allen, Corporate Finance (McGraw-Hill).
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Coursework (40%) in the LT.

FM101 Half Unit
Finance

This information is for the 2017/18 session.

Teacher responsible: Dr Elisabetta Bertero OLD.M.2.13
Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None
Course content: This course includes an introduction to the financial decisions of firms, in particular capital budgeting; the financial decisions of households; the role of the financial system in the economy and the flow of funds; causes and consequences of the recent financial crises.
Teaching: 10 hours of lectures and 9 hours of classes in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Classwork exercises will be set each week.
Indicative reading: The main readings for this course are selected chapters from two textbooks combined in a customized textbook, Finance (2012), prepared specifically for this course by Dr E. Bertero. The book is available from the Economist's Bookshop on campus. The textbooks it draws from are:
Hillier et al (2011) Fundamentals of Corporate Finance, European Edition, McGraw-Hill. Cecchetti et al (2011) Money, banking and financial markets, McGraw-Hill. Note that the original Hillier book contains a few typos which you can correct by downloading the sheet from Moodle. A few additional readings will be discussed during the lectures and posted on Moodle for downloading. See references in relevant lectures' handouts.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM200 Half Unit
Financial Systems and Crises

This information is for the 2017/18 session.

Teacher responsible: Dr Jean-Pierre Zigrand
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Course content: This course will cover the historical development of financial markets and institutions. The topics include the historical evolution of forms of banking and of banking regulation, the evolution of financial exchanges and their regulation, financial crises, and the role of finance in long-run economic development.
Teaching: 33 hours of seminars in the MT.
This course will be taught in an interactive teaching format.
Formative coursework: Students will be expected to produce 10 problem sets in the MT.
The formative coursework will also include class participation.
Indicative reading: 1. Unsettled Account, by Richard Grossman
2. Manias, Panics and Crashes, by Charles Kindleberger
3. A Financial History of Western Europe, by Charles Kindleberger
Assessment: In class assessment (30%) and in class assessment (70%) in the MT.

FM201 Half Unit
Macro-Finance

This information is for the 2017/18 session.

Teacher responsible: Dr Paula Lopes
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed Economics A (EC100) or Economics B (EC102).
Course content: This course will study the relationship between financial markets and the macro-economy. Topics include the behaviour of returns of different asset classes over the business cycle, the relationship between returns and inflation, and the implications for expected returns and portfolio choice.
Teaching: 33 hours of seminars in the LT.
This course will be taught in an interactive teaching format.
Formative coursework: Feedback will be given on homework assignments.
Indicative reading: Detailed course programme and reading lists are distributed at the start of the course. Illustrative texts include: Blanchard, Macroeconomics, 7th ed. and Mankiw, Macroeconomics, 9th ed.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Coursework (40%) in the LT.
The coursework will consist of homework and in class assignments throughout the LT.

FM212
Principles of Finance

This information is for the 2017/18 session.

Teacher responsible: Prof Richard Payne and Dr Hongda Zhong
Availability: This course is compulsory on the BSc in Accounting and Finance, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Statistics with Finance and Diploma in Accounting and Finance. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
(Permission forms from General Course admin office should be submitted to the Department of Finance Student Information Centre OLD.2.04 with a copy of the transcript attached.)
Pre-requisites: Students must have completed: one level 1 Economics course (either EC100 Economics A or EC102 Economics B), one level 1 Mathematics course and one level 1 Statistics course.
Course content: The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, derivative pricing, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.
Teaching: 20 hours of lectures and 20 hours of classes in the MT.

20 hours of lectures and 20 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussion.
Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

FM300
Corporate Finance, Investments and Financial Markets

This information is for the 2017/18 session.

Teacher responsible: Dr Martin Oehmke and Dr Georgy Chabakauri
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Statistics with Finance and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Principles of Finance (FM212).
Including both portfolio theory and corporate finance (FM212 or equivalent course).
Course content: This course is intended for third-year undergraduates and will be a broad-based follow-up to FM212 Principles of Finance. The goal is to broaden, and selectively deepen, students' understanding of finance, building on their existing knowledge of financial economics. The course will cover a broad range of topics, with both a theoretical and an empirical emphasis. These include topics in corporate finance, investments and performance evaluation and international finance. The course consists of two interchangeable ten-week components, one on investments and international finance, and the other on corporate finance.
The first component provides students with a way of thinking about investment decisions by examining the empirical behaviour of security prices. We first study the empirical evidence of the CAPM and other asset pricing models, and then analyse different tests of market efficiency focusing on event studies and investment anomalies. We also study the main empirical findings in behavioural finance. We then learn how to measure the performance of a portfolio manager and to attribute it to different types of skill. Finally, this section of the course introduces the foundations of international finance and explores issues related to international portfolio management.
The second component of the course examines theory and evidence concerning major corporate financial policy decisions. We focus particularly on the firm's decision to finance with debt vs. equity. We will start with the famous Modigliani and Miller proposition and will then analyse the impact of taxes, financial distress, agency frictions, and asymmetric information on financing decisions. We will then critically analyse different valuation methods and investment criteria (NPV, IRR, APV, WACC method, valuation by comparables) and conclude the course with a critical analysis of the market for corporate control.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussions.
Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, Investments (Irwin) and Grinblatt & Titman, Financial Markets and Corporate Strategy (Irwin, McGraw-Hill).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

FM301 Half Unit Not available in 2017/18
Market Anomalies and Asset Management

This information is for the 2017/18 session.

Teacher responsible: Dr Michela Verardo
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed FM212 Principles of Finance.
Course content: This course will examine the extent to which financial markets are informationally efficient. Topics include notions of market efficiency, return predictability in bond, stock, and derivatives markets, limits to arbitrage and other theories of return predictability.
Teaching: 20 hours of lectures and 10 hours of classes in the MT.
Formative coursework: Students will be expected to produce 10 problem sets in the MT.
Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, Investments (Irwin) and Grinblatt & Titman, Financial Markets and Corporate Strategy (Irwin, McGraw-Hill).
Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the main exam period.

FM302 Half Unit Not available in 2017/18
Theories of Corporate Finance

This information is for the 2017/18 session.

Teacher responsible: Dr Michela Verardo
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed FM212 Principles of Finance.
Course content: This course examines theory and evidence concerning major corporate financial policy decisions. It will focus particularly on the firm's decision to finance with debt vs. equity, the impact of taxes on such decisions, and the role of dividends. We will begin with the Modigliani and Miller proposition and discuss the firm's choice to raise capital using debt versus equity and the firm's choice to payout earnings using dividends versus repurchases. We will analyze the impact of taxes, financial distress, and asymmetric information on such decisions. We will also cover optimal managerial compensation, take on the role of the policy maker to learn about corporate governance mechanisms and discuss some recent corporate scandals. Finally, we will review empirical evidence from a wide range of international sources to support or refute the theories we discussed.
Teaching: 20 hours of lectures and 10 hours of lectures in the LT.
Formative coursework: Students will be expected to produce 10 problem sets in the LT.
Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, Investments (Irwin) and Grinblatt & Titman, Financial Markets and Corporate Strategy (Irwin, McGraw-Hill).
Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the main exam period.

FM304 Half Unit Not available in 2017/18
Applied Corporate Finance

This information is for the 2017/18 session.

Teacher responsible: Dr Vicente Cunat
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed Principles of Finance (FM212).
Course content: This course will illustrate and extend the topics covered in "Principles of Corporate Finance" with a range of case studies. The course focuses on core concepts in corporate finance, that can be divided into two main topics. The first topic is capital structure. It covers issues such as how do firms choose how much debt and equity to keep in their balance sheets and the process of issuing them. The second topic are corporate deals that re-shape the financial structure of a company such as mergers and acquisitions, divestitures, initial public offerings or debt restructuring. The teaching of both topics will be covered using a combination of lectures and case studies with a very applied approach.
Teaching: 20 hours of lectures and 10 hours of lectures in the LT.
Formative coursework: Students will be expected to produce 10 problem sets in the LT.
Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM305 Half Unit Not available in 2017/18
Advanced Asset Markets

This information is for the 2017/18 session.

Teacher responsible: Prof Ian Martin
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Course content: This course will cover the modern theories of asset valuation. Topics include the principle of no-arbitrage, martingales and state prices, valuation by arbitrage, option pricing and risk-neutral valuation, factor models and the arbitrage pricing theory, equilibrium pricing and capital asset pricing models, bond pricing and the term structure of interest rates.
Teaching: 20 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 10 problem sets in the LT.
Indicative reading: "Asset Pricing" by Cochrane.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM320
Quantitative Finance

This information is for the 2017/18 session.

Teacher responsible: Dr Jon Danielsson and Dr Rohit Rahi
Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Statistics with Finance and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students must have completed Principles of Finance (FM212), Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).
Introduction to Econometrics, Principles of Econometrics or other statistics courses where at least linear regression models are covered are recommended but not required. Students who have not taken Principles of Finance, but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.
Course content: This course is intended for third-year undergraduates and builds upon FM212 Principles of Finance.
The main topics covered are financial risk analysis and financial risk management (first part of the course) and derivatives pricing (second part). As such, this course is complementary to FM300 Corporate Finance, Investments and Financial Markets, with minimal overlap.
The first part of the course provides students with a thorough understanding of market risk from both a practical and technical point of view. We discuss the empirical properties of market prices (fat tails, volatility clusters, etc.), forecasting of prices, concepts of financial risk (volatility, Value-at-Risk, etc.), volatility models (ARCH, GARCH, etc.), and we analyse how interactions and feedback between market players can generate endogenous risk and liquidity crises. Finally, we discuss credit markets and liquidity, with applications to the current situation in financial markets.
This part of the course presents methods and models used by banks and other financial institutions in the management of risk and allocation of risk capital, as well as models of financial crises. Students apply the models to real financial data using Matlab, a computer software popular in both industry and academia. No prior knowledge of programming is assumed: students will learn-by-doing in class. Students will at times use data and software for classwork assignments.
The second part of the course focuses on derivatives, with a particular emphasis on equity derivatives (standard call and put options, exotic options), futures and forward contracts, and interest rate derivatives (swaps, caps and floors, swaptions).
We systematically address three basic questions: how do these products work, i.e. what are their payoffs? How can they be used, for hedging purposes or as part of trading strategies? And above all: how are they priced? The course emphasizes a small number of powerful ideas: absence of arbitrage, replication, and risk-neutral pricing. These are typically introduced in the context of discrete-time models, but the course also covers some well-known continuous-time models, starting with a comprehensive treatment of the Black-Scholes model. The level of mathematics is appropriate for third-year students with a solid quantitative background. Continuous-time stochastic processes and stochastic calculus will be introduced as we go.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 22 hours of lectures and 9 hours of classes in the LT.
Formative coursework: Students will be expected to produce written work for classes and to make positive contributions to class discussion.
Indicative reading: J Danielsson, *Financial Risk Forecasting: The Theory and Practice of Forecasting Market Risk* will be the required textbook for the first half of the course. For the second half of the course, there is no required textbook, but the following is an excellent reference: *J Hull, Options, Futures, and Other Derivatives*.
Assessment: Exam (87.5%, duration: 3 hours) in the main exam period.
Project (10%) and coursework (2.5%) in the MT.

FM321 Half Unit Not available in 2017/18
Risk Management and Modelling

This information is for the 2017/18 session.

Teacher responsible: Dr Jon Danielsson
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed Principles of

Finance (FM212), Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).
Course content: This course will develop the fundamental concepts of risk management, such as value at risk, drawdowns, portfolio insurance, hedging, and risk measurement. Students will become familiarised with these tools through an extensive set of computer (Matlab) exercises.
Teaching: 20 hours of lectures and 10 hours of lectures in the MT.
Formative coursework: Students will be expected to produce 10 problem sets in the MT.
Indicative reading: J Danielsson, Financial Risk Forecasting: The Theory and Practice of Forecasting Market Risk
Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the main exam period.

FM322 Half Unit Not available in 2017/18
Derivatives

This information is for the 2017/18 session.

Teacher responsible: Dr Rohit Rahi
Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed Principles of Finance (FM212), Mathematical Methods (MA100) and Elementary Statistical Theory (ST102)
Course content: This course will build on "Principles of Financial Markets" to study the theoretical foundations of financial derivatives on a variety of underlying assets including bonds, stocks, commodities, and currencies.
Teaching: 20 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 10 problem sets in the LT.
Indicative reading: J Hull, "Options, Futures, and Other Derivatives"
Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the main exam period.

GI200 Not available in 2017/18
Gender, Politics and Civil Society

This information is for the 2017/18 session.

Teacher responsible: Prof Mary Evans COL 5.04J
Availability: This course is available to all second and third year undergraduates who are permitted to take an outside option as part of their programme. This course is available to General Course students.
Course content:
Term One
An introduction to the history of the Women's Library; issues of inclusion and exclusion in the holdings
The making of the categories of 'male' and 'female', 'masculinity' and 'femininity'; the ways in which ideas about these identities were formed by moral discourses ; the emergence of cults of domesticity and family life.
The campaigns and the circumstances that changed ideas about gender and the making of the gendered citizen. The part that ideas, and ideals, about citizenship and the nation were informed by expectations about gender.
Term Two
The making of the British Empire : the negotiation and the transformation of gender in a globalising world ; 'settling' the Empire and defining the boundaries of citizenship.
Politicising gender : the ways in which gender difference became a matter of politics and access to power. Fighting for, and against, transformations of gender roles and identities. The British campaign for suffrage and its connections with distinct traditions of social reform.
Representing gender : accounts , visual and written, of women and men; changing views about the body and sexuality . Sexuality and religion, the expression of symbolic power
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the MT.
Indicative reading: The following items indicate possible reading for the course: Sally Alexander 'Men's Fears and Women's Work : Responses to Unemployment in London between the Wars', (Gender and History, 2000) Lesley Hall Sex, Gender and Social Change in Britain since 1880 (2013) Jane Lewis The End of Marriage ? Individualism and Intimate Relations (2003) Pat Thane and Tanya Evans Sinners ? Scroungers? Saints? (2012) John Tosh A Man's Place : Masculinity and the Middle Class Home (1999) Jeffrey Weeks Sex, Politics and Society (2007)
Assessment: Dissertation (100%, 10000 words) in the ST.

GV100
Introduction to Political Theory

This information is for the 2017/18 session.

Teacher responsible: Prof Chandran Kukathas and Prof Katrin Flikschuh
Availability: This course is compulsory on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available on the BSc in Environment and Development, BSc in Environmental Policy, BSc in International Relations and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: An introduction to the study of politics and political theory through the thought and texts of some of the most important western political theorists. A study of the ideas of some of the major political theorists from the ancient Greeks to the 20th Century. Topics will include theories of human nature, the origin of government and law, man's relation to society and the state, the rise, development and comparison of different constitutions (democracy, monarchy, republic etc), the nature of just and unjust government, the relation between the spiritual and the secular in thinkers, classical and modern natural law and natural rights, the basis of political obligation, the idea of social contract and the theory of utility. The thinkers discussed this year will include Plato, Aristotle, Augustine, Machiavelli, Nietzsche, Hobbes, Locke, Rousseau, J S Mill, and Marx.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in Week 6 of both terms.
The lecture in ST1 will be a revision lecture and the class in ST1 will be a revision class.
Formative coursework: Students are required to write two 1500 word essays in the Michaelmas Term and two 1500 word essays in the Lent Term. Specific reading lists referring to modern commentaries and historical contexts will be available on the Moodle page at the beginning of the course.
Indicative reading: D. Boucher and P. Kelly, Political Thinkers: From Socrates to the Present (Oxford 2009); Plato, Republic; Aristotle, Politics; Cicero, The Republic and On Duties; Augustine, City of God; Aquinas, Political Writings; Machiavelli, The Prince; Hobbes, Leviathan; Locke, 2nd Treatise of Government; Rousseau, Discourse on the Origins of Inequality and The Social Contract; J S Mill, Utilitarianism, The Subjection of Women, and On Liberty; Marx, Selected Writings (Ed D McLellan); Nietzsche, Genealogy of Morals.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be

calculated as follows: 15% class participation, 80% formative coursework (each formative essay counts for 20% of the mark) and 5% attendance.

GV101
Introduction to Political Science

This information is for the 2017/18 session.

Teacher responsible: Prof Simon Hix
Availability: This course is compulsory on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available on the BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course is an introduction to politics in a globalised world, with a focus on how political science tries to understand and explain cross-country and cross-time differences. The course will begin by introducing students to some of the main empirical variations in political behaviour, political institutions, and outcomes across the world, focusing mainly on democratic and partially democratic countries (in both the developed and developing world), and introducing students to some of the basic theoretical ideas and research methods in political science.
Each subsequent week will be devoted to a substantive topic, where a more detailed analysis of political behaviour, political institutions, or political outcomes will be presented and various theoretical explanations will be assessed. Most weeks will involve an interactive element. For example, students will be required to 'adopt a country', from the range of democratic or partially democratic countries across the world (which cannot be a student's home country). The aim is for a student to become an expert on the political behaviour, institutions and outcomes in his or her adopted country, particularly to provide material and knowledge for class discussions.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
There will be reading week in Week 6 of both terms.
Formative coursework: Formative Assessment:
• Problem set (MT)
• Essay (MT)
• Moodle entries on adopted country task (most/every week/s)
Indicative reading: W Clark, M Golder and S Nadenichek Golder, Principles of Comparative Politics, 2nd edn, CQ Press, 2012; J Colomer, The Science of Politics: An Introduction, Oxford University Press, 2011; A Lijphart, Patterns of Government: Government Forms and Performance in Thirty-Six Countries, 2nd edn, Yale University Press, 2012; G. Tsebelis, Veto Players: How Political Institutions Work, Princeton University Press, 2002.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 2000 words).
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculated as follows: 75% formative coursework (with each piece of coursework counting for 15%). 25% class participation (including attendance and contribution).

GV225
Public Choice and Politics

This information is for the 2017/18 session.

Teacher responsible: Dr Valentino Larcinese
Professor David Soskice
Availability: This course is compulsory on the BSc in Government and Economics. This course is available on the BSc in Government, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students will normally be expected to have taken GV101 Introduction to the Study of Politics, or equivalent, in a previous year. An introductory knowledge of economics would be useful.
Course content: This course is concerned with positive political economy and public choice theory applied to the study of political conflicts, democratic institutions and public policy. The course covers the main tools for the study of public choice (rational decision-making theory, game theory, social choice theory) and a number of both theoretical and applied topics, including the empirical study of institutions. This course will cover the main topics in positive political economy and institutional public choice. These include: the aggregation of preferences; voting paradoxes and cycles; electoral competition and voting behaviour; the problems of and solutions to collective action; welfare state and redistribution; the impact of information and mass media on voting behaviour and public policy; the theory of coalitions, the behaviour of committees and legislatures including agenda-setting and veto-player power; principal-agent problems in politics; models of bureaucracy.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be reading week in Week 6 of both terms.
Formative coursework: Students will complete at least one formative essay and at least one timed essay in each term to allow practise on problem sets and essay writing under exam conditions.
Indicative reading: P Dunleavy, Democracy, Bureaucracy and Public Choice; D Mueller, Public Choice III; K A Shepsle & M S Bonchek, Analyzing Politics; George Tsebelis, Veto Players. Major Works; A Downs, An Economic Theory of Democracy; M Olson, The Logic of Collective Action; W Niskanen, Bureaucracy and Representative Government.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculates as follows: 25% formative essay (best mark), 25% timed essay (best mark), 50% class participation (including presentations and attendance).

GV227
The Politics of Economic Policy

This information is for the 2017/18 session.

Teacher responsible: Professor Mark Thatcher CON 4.17
Availability: This course is available on the BSc in Economics, BSc in Environmental Policy with Economics, BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: Students will normally be expected to have taken GV101 Introduction to Political Science or equivalent, in a previous year. An introductory knowledge of economics would be useful.
Course content: The aim of this course is to look at political science explanations of changes in public policy, and to apply that literature to major cases of economic policy (both contemporary and historical). In particular, it aims to examine the extent to which economic policy change is affected by ideas, interests and

institutions, and the interaction between international and national factors. The material for the course is drawn mainly from the comparative literature on the politics of markets in industrialised countries.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 6 hours of lectures, 10 hours of classes and 4 hours of workshops in the LT. 1 hour of classes in the ST.
Classes will run from Weeks 2-5 and 7-11 in MT and Weeks 1-5 and 7-11 in LT. There will be a reading week in Week 6 of both terms.
Formative coursework: Two formative essays of 1,500 words each. One presentation to be given in class.
Indicative reading: W. Streeck and K Thelen eds, Beyond continuity: institutional change in advanced political economies (Oxford: Oxford University Press, 2005), V Schmidt and M Thatcher (eds), Resilient Liberalism in Europe's Political Economy (Cambridge: Cambridge University Press 2013); C Hood, Explaining Economic Policy Reversals (Buckingham: Open University Press,1994), Blyth, M (2002) Great Transformations. Economic Ideas and Institutional Change in the Twentieth Century (CUP), V S. Schmidt, The Futures of European Capitalism (Oxford: Oxford University Press, 2002), PA Hall and D Soskice (eds),. Varieties of Capitalism. The Institutional Foundations of Comparative Advantage.(Oxford: Oxford University Press, 2001).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%).
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculated as follows: 10% attendance, 10% participation and project presentation, 80% formative coursework.

GV245
Democracy and Democratisation

This information is for the 2017/18 session.

Teacher responsible: Dr Francesco Panizza
Additional teaching: Professor Sebastian Balfour, Professor Sumantra Bose, Dr John Chalcraft, Dr Vesselin Dimitrov, Professor John Sidel.
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Introduction to Political Science (GV101).
Course content: The course is concerned with theories and case studies of democratic transformations. It has focused on several different parts of the world including Eastern Europe, Latin America, South East Asia, China, India, Turkey, the Middle East and the former Soviet Union. It analyses processes of transition to democracy in historical context and also analyses relations between democracy, democratisation and economic development in a global capitalist economy.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in Week 6 of both terms.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: The most useful introductory reading are J. Grugel (2002) Democratization: A critical introduction; L. Whitehead Democratization (2002) and the articles in Journal of Democracy, January 2015. Other useful texts are Rueschemeyer, Dietrich, Evelyne Huber Stephens, and John D. Stephens. (1991) Capitalist Development and Democracy. Oxford and Cambridge: Polity, pp.41-78 69-105, 1995; A Przeworski, Democracy and the Market (1991); D. A. Rostow (1970) Transitions to Democracy: Towards a Dynamic Model; T. Carothers (2002) The End of the Transition Paradigm?; Donatella Della Porta (2013) Can Democracy be Saved?
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculated as follows: 70% formative coursework, 20% class presentation, 10% class participation (including attendance and contribution).

GV247 Not available in 2017/18
Theories and Problems of Nationalism

This information is for the 2017/18 session.

Teacher responsible: Dr Douglas Hutchinson
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in International Relations and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students should have completed a suitable course in Anthropology, Sociology, Political Science, International Relations or History. Government students should have completed GV101 Introduction to Political Science.
Course content: This course considers debates concerning the increasing importance of nationalism and ethnic identity in modern history, their impact on political movements, states and international relations.
There are three principal concerns:
1. Theories of nationalism and ethnicity, including primordialist, ethno-symbolic, modernist and post-modernist approaches. These will be compared and critiqued.
2. The development of various kinds of nations, nation-states and nationalisms from pre-modern Europe to the global present, and a consideration of various concepts (e.g. civic/ethnic, political/cultural, Asian and African forms of nationalism) frequently used to understand as well as evaluate these historical and contemporary phenomena.
3. Nationalism and transnational politics, including problems of state sovereignty, secession and national self-determination; the European union, globalisation and religious fundamentalism.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Lectures will run from Weeks 1-5 and 7-11 in MT and LT. Classes will run from Weeks 2-5 and 7-11 in MT and Weeks 1-5 and 7-11 in LT.
Formative coursework: Two formative essays per term, one of which is a timed-essay set in exam-like conditions.
Indicative reading: E Kedourie, Nationalism, Hutchinson, 1960; E Gellner, Nations and Nationalism, Blackwell, 2006; H Kohn The Idea of Nationalism, Transaction, 2005; H Seton-Watson, Nations and States, Methuen, 1977; B Anderson, Imagined Communities, Verso Books, 1983/1991; J Mayall, Nationalism and International Society, Cambridge University Press, 1990; E Hobsbawm, Nations and Nationalism since 1780, Cambridge University Press, 1990; A D Smith, Nationalism, Polity 2010; J Breuilly, Nationalism and the State, Manchester University Press, 2nd edn, 1993; J Hutchinson, Nations as Zones of Conflict, Sage, 2004; W Connor, Ethno-Nationalism: The Quest for Understanding, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds) Ethnicity, Oxford University Press, 1996; A Hastings, The Construction of Nationhood, Cambridge University Press, 1997; A

D Smith, Nationalism and Modernism, Routledge, 1998, M Hechter, Containing Nationalism, Oxford University Press, 2000; Jonathan Hearn, Rethinking Nationalism: a critical introduction, Palgrave, 2006.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculated as follows: 10% class presentation, 10% contribution to class discussions, 75% formative coursework, 5% attendance.

GV248
Power and Politics in the Modern World: Comparative Perspectives

This information is for the 2017/18 session.

Teacher responsible: Dr David Woodruff
Other members of Government Department staff will also teach on the course.
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
This course is capped at 4 groups.
Pre-requisites: Students must have completed Introduction to Political Science (GV101).
Other background in political science will be considered as a substitute for GV101 for students outside of Government.
Course content: This course will acquaint students with the contemporary study of comparative politics, focusing on theories susceptible to testing with narrative historical evidence. Students will learn to address the methodological challenges of developing and testing such theories. The course will treat a wide variety of themes, including ethnic and political violence, the political impact of natural resources in developing countries, social movements and revolution, the political economy of distribution, and political ideologies. With respect to each theme, students will receive a grounding in theories of the topic and and samples of application to empirical cases drawn from throughout the developed, developing, and post-Communist world.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Classes will run from Weeks 2-5 and 7-11 in MT and Weeks 1-5 and 7-11 in LT. There will be a reading week in Week 6 of both terms.
The Week 11 lecture in LT will be a revision lecture and there will be one revision class per group in Week 1 of ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and 2 essays in the LT.
Indicative reading: Skocpol, Theda. *States and Social Revolutions*. Cambridge: Cambridge University Press, 1979. Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. Horizontal inequalities and ethnonationalist civil war: A global comparison. *American Political Science Review* 105 (03): 478-495. Hertog, Steffen. "Shaping the Saudi State: Human Agency's Shifting Role in Rentier-State Formation." *International Journal of Middle East Studies* 39, no. 4 (2007): doi:10.2307/30069487. http://www.jstor.org/stable/30069487. Weyland, Kurt. "The Rise of Latin America's Two Lefts: Insights From Rentier State Theory." *Comparative Politics* 41, no. 2 (2009): 145-164. http://www.jstor.org/stable/40599207. Hacker, Jacob S, and Paul Pierson. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics & Society* 38, no. 2 (2010): doi:10.1177/0032329210365042
Orloff, Ann Shola. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58, no. 3 (1993): doi:10.2307/2095903
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

GV249
Research Design in Political Science

This information is for the 2017/18 session.

Teacher responsible: Dr Thomas Leeper
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course will introduce students to the fundamentals of research design in political science. The course will cover a range of topics, starting from the formulation of research topics and research questions, the development of theory and empirically testable hypotheses, the design of data collection activities, and basic qualitative and quantitative data analysis techniques. The course will address a variety of approaches to empirical political science research including experimental and quasi-experimental designs, large-n survey research, small-n case selection, and comparative/historical comparisons. As a result, topics covered in the course will be varied and span all areas of political science including political behaviour, institutions, comparative politics, international relations, and public administration.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be a Week 6 reading week in both terms.
Formative coursework: Students will be expected to produce 8 problem sets in the MT and LT.
Approximately every other week throughout the course, students will complete a short "problem set" that allows them to apply material from the course to concrete political science examples (e.g., identifying design elements of a published research paper; proposing strategies for answering a given research question, etc.).
Indicative reading: Adcock, R. & Collier, D. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." American Political Science Review 95: 529-546. Campbell, D. T. & Ross, H. L. 1968. "The Connecticut Crackdown on Speeding: Time-Series Data in Quasi-Experimental Analysis." Law & Society Review 3: 33-54. Gerber, A. S. & Green, D. P. 2008. "Field Experiments and Natural Experiments." In Box-Steffensmeier, J. M.; Brady, H. E. & Collier, D. (Eds.), Oxford Handbook of Political Methodology, Oxford University Press. Kellstedt, P. M. & Whitten, G. D. 2013. The Fundamentals of Political Science Research. Cambridge University Press. King, G.; Keohane, R. O. & Verba, S. 1994. Designing Social Inquiry. Princeton University Press. Mahoney, J. & Goertz, G. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." Political Analysis 14: 227-249. Toshkov, D. 2016. Research Design in Political Science. Palgrave.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 3000 words).

GV251
Government, Politics and Public Policy in the European Union

This information is for the 2017/18 session.

Teacher responsible: Dr Eiko Thielemann
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Introduction to Political Science (GV101).
Course content: The course is divided into two parts; (i) Government and Politics: the EU as a political system, the Council, the Commission and the Parliament in the policy process, Court of Justice and Judicial politics, public opinion and EP elections, parties and Europe, interest representation; (ii) Public Policy: the policy-making process, policy implementation, the single market, social and environmental policies, budgetary policies, EMU, migration policies, external relations policies.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be a reading week in week 6 of the MT and LT for feedback and advice sessions and assessment preparation.
Formative coursework: Two essays per term; students' preparedness for the examinations will depend on this written work and on private reading.
Indicative reading: S Hix and B Hoyland, The Political System of the European Union, 3rd edn; H Wallace, M Pollack & A Young (Eds), Policy-Making in the European Union, 6th edn; D Dinan, Ever Closer Union? An Introduction to the European Union, 4th edn.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculated as follows: 15% class participation, 80% formative coursework (each formative essay counts for 20%) and 5% attendance.

GV262
Contemporary Political Theory

This information is for the 2017/18 session.

Teacher responsible: Mr David Axelsen
Availability: This course is available on the BSc in Environmental Policy with Economics, BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Introduction to Political Theory or equivalent.
Course content: This course provides an advanced introduction to contemporary political theory. The course is divided into two parts. The first focuses on key political concepts, such as liberty, equality, justice, rights, authority and democracy. The second turns to particularly pressing ethical questions characterizing the political domain. Some of these questions arise within the domestic political arena (e.g., civil disobedience; animal rights; respect for minority cultures), others in the international/global one (e.g., global poverty relief; terrorism; global climate change). Although the course will be concept and problem-driven, along the way, students will also be exposed to the views of leading contemporary political theorists, including John Rawls, Robert Nozick, Ronald Dworkin and many others. This course will provide students with a good grounding in the methods and substantive concerns of contemporary political theory as well as familiarity with the works of major thinkers in the field.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be reading weeks in MT Week 6 and LT Week 6.
Formative coursework: Students will be expected to submit at least two formative essays per term, one of which will be a timed-essay conducted under exam-like conditions.
The course requires ability to organize workload/do readings in advance/prepare for seminars. The course will present students with normative/ethical dilemmas they will need to tackle, and will enhance their analytical skills. As a course in political theory, verbal and written communication will be very much emphasized throughout.
Indicative reading: W. Kymlicka, *Contemporary Political Philosophy: An Introduction*; A. Swift, *Political Philosophy: A Beginners' Guide for Students and Politicians*; G. F. Gaus, *Political Concepts and Political Theories*; R. Goodin and P. Pettit (eds.) *A Companion to Contemporary Political Philosophy*; J. Wolff, *An Introduction to Political Philosophy*; C. Brown, *Sovereignty Rights and Justice: International Political Theory Today*; J. Rawls, *A Theory of Justice*; R. Nozick, *Anarchy, State and Utopia*; R. Dworkin, *Sovereign Virtue.*
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculated as follows:15% class participation, 80% formative coursework (each formative essay counts for 20%) and 5% attendance.

GV263
Public Policy Analysis

This information is for the 2017/18 session.

Teacher responsible: Prof Edward Page CON3.05
Availability: This course is available on the BSc in Environmental Policy with Economics, BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: GV101 Introduction to Political Science (or equivalent)
Course content: A systematic examination of the policy process in the context of developed nations. This course introduces key theories and models in the study of public policy and encourages a critical appreciation of the main trends in contemporary public policy-making. The course looks at the different stages of the 'policy cycle' (e.g. agenda-setting, implementation and evaluation), the determinants of public policy (for example, public opinion, political parties, technology) as well as central themes in the study and practice of public policy, such as corruption and risk management.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
There will be reading weeks in Week 6 and Week 17.
Indicative reading: P Cairney, Understanding Public Policy. Theories and Issues, Palgrave, 2012; K Meier, The Politics of Sin, ME Sharpe 1994; M Hill, The Policy Process in the Modern State, (3rd edn), Prentice Hall, New York, 1997; F Fischer, G Miller and M Sidney Handbook of Public Policy Analysis, CRC Press, 2006; BW Hogwood & A L Gunn, Policy Analysis for the Real World, Oxford University Press, 1984; C Hood, The Limits of Administration, Wiley, 1976; B D Jones, Reconceiving Decision-Making in Democratic

Politics: Attention, Choice, and Public Policy, University of Chicago Press, 1994; J W Kingdon, Agendas, Alternatives and Public Policies (2nd edn), HarperCollins, New York 1995; J L Pressman & A Wildavsky, Implementation (3rd edn), University of California Press, 1984; R Rose, Learning from Comparative Public Policy, Chatham House, 2004; CH Weiss, Evaluation: Methods for Studying Programs and Policies (2nd edn), Prentice Hall, 1998.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words).
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculated as follows:25% attendance, 37.5% formative essay (best essay), 37.5% participation

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GV264
Politics and Institutions in Europe

This information is for the 2017/18 session.

Teacher responsible: Prof Michael Bruter CON 4.06
Prof Simon Hix, Dr Vesselin Dimitrov, Dr Eiko Thielemann, Dr Julian Hoerner
Availability: This course is available on the BSc in Environmental Policy with Economics, BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in International Relations, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Introduction to Political Science (GV101).
Course content: The course aims to give students an understanding of the full range of leading topics and areas of debate and research relevant to the analysis of political institutions and politics in Europe. The course focuses on both traditional fields of comparative enquiry, such as the study of party competition and voting behaviour, and emerging fields of interest, such as national and European identities, immigration and Europeanisation. The course places particular emphasis on the diverse experiences of liberal democracy in different parts of Europe. The course covers not only long-established democracies in Western Europe, but also the relatively new democracies in Central and Eastern Europe. In the Lent Term, the course will study in depth a number of European countries, such as Britain, France, Germany and Italy, analysing the main developments in the country concerned in the last twenty years (elections, parties, governments), and then examining issues of particular interest related to that country. Course topics include: electoral behaviour; parties and party systems; government formation and coalitions; regionalism and federalism; national and European identities; immigration; and the challenge of Europeanisation.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
There will be reading weeks in Week 6 of the MT and Week 6 of the LT for private study and essay and assessment preparation.
Formative coursework: Students will be expected to produce 2 essays in the MT and 2 essays in the LT.
Indicative reading: M Gallagher et al, Representative Government in Modern Europe (5th edn) (2011); P Heywood et al (Eds), Developments in European Politics (2006); T Bale, European Politics: A Comparative Introduction (2nd edn) (2008); S Hix, The Political System of the European Union (2nd edn) (2005); I Budge et al, The Politics of the New Europe: Atlantic to Urals (1997); V Dimitrov, K H Goetz & H Wollmann, Governing after Communism: Institutions and Policymaking (2006); J Elster et al, Institutional Design in Post-Communist Societies (1998); J Hayward & E Page (Eds), Governing the New Europe (1994); J-E Lane & S O Ersson, Politics and Society in Western Europe (1999).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
GENERAL COURSE STUDENTS ONLY:
The Class Summary Grade for General Course students will be calculated as follows:15% general contribution to class discussions, 15% presentation(s) and, if applicable, essay outline(s), 60% grading of formative coursework (15% for each of the 4 essays), 10% attendance.

GV302
Key Themes in the History of Political Thought

This information is for the 2017/18 session.

Teacher responsible: Lucia Rubinelli
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
This course is capped at two groups. The deadline for enrolments is 12 noon on Friday 29 September 2017.
Pre-requisites: Students will normally be expected to have taken Introduction to Political Theory or equivalent, in a previous year.
Course content: A thematic study of political thought in Ancient, Medieval/Renaissance and Modern periods. This advanced course treats some of the major themes in the history of western European political thought as drawn from the writings of selected political philosophers of the ancient Greek, Roman, Medieval, renaissance, early modern and modern periods. The aim is to demonstrate, and explain, some of the continuities and discontinuities in ethical and political problems and their solutions over time and changing context.
Examples of such themes: different views on the nature of "man" and the consequences for political agency of different perspectives on human reason, will, desire; debates on the origins of law and the purpose of legislation; changing conceptions of justice; different views on government and the state's relation to the individual; on the sources of public authority and the nature of legitimate sovereignty; on the relation of property ownership to personal identity and to participation in collective governance; the historical and socio-political presuppositions behind the different constitutional regimes: democracy, monarchy, republic etc; on the role of religion in politics; the changing perspectives on the relationship between life in the family and a life of active citizenship; theories of natural law and natural rights; social contract theories; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism.
The themes, thinkers and primary texts will be selected each year to reflect the current debates in contemporary scholarly literature on them and the research interests of the lecturer. This year, we will focus on understandings and implications of the principle of popular power in Hobbes, Rousseau, thinkers of the French Revolution, Carl Schmitt.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
There will be a reading week in week 6 of the MT and week 6 of the LT for private study and formative/summative assessment preparation.
Formative coursework: Two formative essays per term, one of which is a timed-essay set in exam-like conditions.
Indicative reading: Primary Sources: A selection of the following (this list should not be taken as exhaustive): Plato, *Republic*; Aristotle, *Politics*, Machiavelli, *Discourses*, Hobbes, *Leviathan*, Locke, *Second Treatise on Civil Government*, Rousseau, *On The Social Contract*, Hume, *Political Writings*, Kant, *Political Writings*, Hegel, *The Philosophy of Right*, Marx, *The German Ideology,* Sieyes,

E. *Political Writings,* Carl Schmitt, *The concept of the Political*
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
Four questions will be answered.

GV306 Half Unit
Global Public Policy

This information is for the 2017/18 session.

Teacher responsible: Dr Mathias Koenig-Archibugi
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at 1 group. The deadline for enrolments is 12:00 noon, Friday 29 September, 2017.
Pre-requisites: N/A
Course content: The course examines the process and outcomes of policy-making at the global level. It considers a range of modes of policy-making, from classic intergovernmental cooperation to novel forms of governance beyond the state such as transgovernmental networks, multistakeholder initiatives, and regulation by non-state actors. The lectures provide an analytical toolbox and cover the following topics: (1) What is the meaning of “global”, “public”, and “policy”? Does global public policy really exist? (2) What types of actors participate in global public policy? (3) Who sets the global policy agenda and how? (4) What types of governance institutions exist? (5) How are governance institutions created or chosen, and what are the implications of their plurality and interplay? (6) What types of global public policies exist? (7) Who decides the content of global public policies and how? (8) How are global public policies implemented? (9) When can global public policy solve global problems? (10) When does global public policy have democratic legitimacy? The seminars apply the analytical tools provided in the lectures and readings to case studies, to be explored through team work. Students can choose an area of specialization from a range of global policy problems. Examples of relevant global policy problems include the surveillance and eradication of infectious diseases; access to essential medicines; tobacco control; food safety; labour standards; child labour and education; deforestation; protection of environmental commons; illicit financial flows; internet regulation; arms control; and other topics that may change from year to year.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Koenig-Archibugi, M. (2002) ‘Mapping Global Governance’, in D. Held and A. McGrew (eds) Governing Globalisation. Cambridge: Polity Press. Koenig-Archibugi, M. (2010) Understanding the Global Dimensions of Policy, Global Policy, Vol. 1(1): 16-28. Koenig-Archibugi, M. and M. Zurn, eds (2006) New Modes of Governance in the Global System. Basingstoke: Palgrave Macmillan. Hale, T. and D. Held, eds (2011) Handbook of Transnational Governance. Cambridge: Polity. Peinhardt, C. and Sandler, T. (2015) Transnational Cooperation: An Issue-Based Approach. Oxford University Press. Reinicke, W. (1998) Global Public Policy. Washington DC: Brookings Institution. A.-M. Slaughter (2004) A New World Order. Princeton University Press. Braithwaite J. and P. Drahos (2000) Global Business Regulation. Cambridge University Press. Hale, T., D. Held and K. Young (2013) Gridlock: Why Global Cooperation Is Failing When We Need It Most. Cambridge: Polity.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 3000 words) in the LT.

GV307 Half Unit Not available in 2017/18
Political and Ethnic Conflict and Coexistence: Key Debates

This information is for the 2017/18 session.

Teacher responsible: Dr Omar Mcdoom
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
This course is capped at two groups. The deadline for receipt of applications is Friday 2 October 2015.
Course content: This course is designed to engage students with several of the more critical normative and empirical controversies relating to the justification, explanation, and termination of violence. The course focuses on violence commonly characterized as political, ethnic, or religious in nature and will illustrate each of the highlighted debates with a touchstone case drawn from the contemporary world.
The selection of debates and cases will evolve year-to-year as the scholarly frontier of understanding and the world's catalogue of conflicts also evolve. However, by way of example, students grapple with empirical and normative questions such as: (i) Is it more effective to address underlying grievances when responding to political violence or is it better simply to constrain the actor's opportunity to commit it? Students here will assess existing evidence of the effectiveness of the response of liberal democracies to the threat of militant Islam within and outside of their countries' borders; (ii) Is the decision to engage in violence a rational choice or do powerful emotions such as fear, hatred, and resentment have a causal role? Students here will be asked to analyze evidence from Rwanda's 1994 genocide of the actions of the Hutu extremist elite who organized and the ordinary Rwandans who committed violence; (iii) Should we concern ourselves with the ethical and legal constraints on the use of violent force in international politics or is it wiser to accept politics are preeminent? Students here will examine the US government's case for war in Iraq in 2003 through the lenses of just war theory, public international law, and popular politics; (iv) Should we accept the arguments in favour of international interventions to end violence or is there a rationale for 'giving war a chance'? Students will consider the doctrine of the 'Responsibility to Protect' in the context of the violence continuing in Darfur, the Sudan.
The course is taught as a research seminar comprising ten weekly two-hour sessions. Given its research-oriented focus, the course is attentive to methodology and students will be taught to critically evaluate the more common approaches to empirical research in the field. Students will have the opportunity to undertake a single substantial research project on a course-related topic resulting in an assessed summative essay of 4000 words.
Teaching: 20 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
Indicative reading: Evans, G. and M. Sahnoun (2002). "The responsibility to protect." Foreign Affairs 81(6): 99-110. Toft, M. D. (2010). "Ending Civil Wars: A Case for Rebel Victory?" International Security 34: 7-36. Figueiredo, R. D. and B. Weingast (1999). The rationality of fear: Political opportunism and ethnic conflict. Civil Wars, Insecurity, and Intervention. Walter and Snyder. New York, Columbia University Press: 261-302. Petersen, R. D. (2002). Understanding ethnic violence : fear, hatred, and resentment in twentieth-century Eastern Europe. Cambridge, Cambridge University Press. Cederman, L.E., N.B. Weidmann, et al. (2011). "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." American political science review 105(03): 478-495. Collier, P., A. Hoeffler, et al. (2009). "Beyond greed and grievance: feasibility and civil war." Oxford Economic Papers 61(1): 1-27. Jon Western, The War Over Iraq: Selling War To The American Public,

Security Studies 14, no. 1 (January–March 2005): pp. 106–139
Assessment: Essay (100%, 4000 words) in May.

GV308 Half Unit Not available in 2017/18
Leadership in the Political World

This information is for the 2017/18 session.

Teacher responsible: Prof Torun Dewan
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at one group. Deadline for enrolments is 12 noon Friday 30th September.
Pre-requisites: Students must have completed Public Choice and Politics (GV225).
Course content: Good leadership is central toward having effective organisations, well functioning institutions, and attaining desirable policy outcomes. But what is good leadership? What is successful leadership? Can we distinguish outcomes as causally related to the actions taken by good and successful leaders? And how important is a leader's style? The course will look at both theoretical and empirical frameworks for analysing these questions developing in particular rational choice accounts of leadership. Different notions of leadership will be discussed including: (1) Leading by Example; (2) The Leader as a Focal Point and (3) The Leader as an information source. These will be illustrated by specific examples.
Teaching: 22 hours of seminars in the LT.
There will be a reading week in week 6 of the LT for private study and assessment preparation.
Formative coursework: Students will be expected to produce 1 presentation in the LT.
Indicative reading: Ahlquist, JS. and M. Levi. 2011). ``Leadership: What it means, what it does, and what we want to know about it". Annual Review of Political Science. vol. 14. Besley, T and Marta Reynal-Querol (2009) ``Do Democracies Select More Educated Leaders?", American Political Science Review, 105,3 Humphreys, M., Masters, W., and Sandbu, M. E. (2006). The role of leadership in democratic deliberations: Results from a field experiment in Sao Tome and Principe. World Politics, Jones, B and Olken, B (2005) 'Do Leaders matter? National Leadership and Growth since World War 2', Quarterly Journal of Economics, 120, 3, 835--864 Schelling, T (1980), The Strategy of Conflict, Chapter 4 Shepsle, K and M. Boncheck (1997), Analyzing Politics, Chapter 14
Assessment: Essay (75%, 5000 words) and in class assessment (25%).
In preparation for each class, students will read one or two core texts on political leadership and write a one page piece that reflecting upon these readings. This will then be used as a basis for class discussion. This will be marked as follows: completion and quality of the weekly statements (10%) and in class participation (10%). Each student will also be asked to produce a brief outline and 5 min presentation on the final essay (5%)

GV309 Half Unit
Politics of Money and Finance in Comparative Perspective

This information is for the 2017/18 session.

Teacher responsible: Prof Cheryl Schonhardt-Bailey
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at two groups. The deadline for enrolments is 12:00 noon, Friday 29 September, 2017.
Pre-requisites: A background in political economy would be advantageous.
Course content: The course focuses on the role of institutions, ideas and interests in the process and formulation of both (a) monetary policy, and (b) financial stability & regulation. We examine in particular the causal influences of institutions, ideas and interests in independent central banking, financial stability and financial regulation (including times of financial crisis), and the oversight and accountability of independent financial agencies, as well as relevant aspects of Brexit. Focusing predominantly on OECD countries, we draw on theories from economics and political science to analyse both decision making and policy outcomes, using both contemporary and historical perspectives. The course adopts a comparative country perspective, rather than an international relations perspective.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
There will be a reading week in week 6 of the MT for private study and assessment preparation.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: The full reading list for this course is currently available on Moodle for GV309. This new course will take the readings from the introductory weeks, along with all the weeks covering issues of money and finance. Blinder, A., The Quiet Revolution: Central Banking Goes Modern (Yale Univ Press, 2004). M. Artis and F. Nixson, The Economics of the European Union, (Oxford: Oxford University Press, 2007 4rd ed). Blinder, A., After the Music Stopped: The Financial Crisis, the Response, and the Work Ahead (Penguin, 2013). Reinhart, Carmen & Rogoff, Kenneth, This Time Is Different: Eight Centuries of Financial Folly (Princeton University Press, 2009). McCarty, N., et al, Political Bubbles: Financial Crises and the Failure of American Democracy (Princeton, 2013). Schonhardt-Bailey, C., Deliberating American Monetary Policy: A Textual Analysis (MIT Press, 2013). King, M., The End of Alchemy (Little Brown, 2016)
Assessment: Presentation (10%) and essay (90%, 3500 words).

GV311
British Government

This information is for the 2017/18 session.

Teacher responsible: Prof Antony Travers
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at two groups. The deadline for enrolments is 12:00 noon, Friday 29 September, 2017.
Pre-requisites: Students must have completed Introduction to Political Science (GV101).
Course content: The course will provide an introduction to contemporary British government, notably the institutions involved and processes of policy-making. The first part of the course will explain the evolution of British government from the earliest times, including the philosophical ideas that have come to underpin contemporary politics. The key institutions of British government will be described and analysed, focusing on factors that explain the functioning of a complex modern State. By the end of the course, students will have a practical understanding of the entire system of British government and the influences that affect it.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT. 1 hour and 30 minutes of lectures in the ST.
There will be a reading week in Week 6 of both terms.

Formative coursework: Students will be required to submit 2 unassessed essays in both the Michaelmas and Lent Terms.
Indicative reading: R. Heffernan, P Cowley and C Hay Developments in British Politics 9, Palgrave Macmillan
P. Norton, The British Polity, 5th Edition, London, Pearson Longman, 2010. M. Garnett and P. Lynch, Exploring British Politics, 2nd edition, London, Pearson Longman, 2009. R. A. W. Rhodes, Everyday Life in British Government, Oxford University Press, 2011. C. Hood, The blame game: spin, bureaucracy, and self-preservation in government, Princeton University Press, 2011.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

GV312 Not available in 2017/18
Advanced Topics in Government: Executive Politics

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Lodge
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
This course is capped at one group. The deadline for receipt of applications is Friday, 2 October 2015.
Pre-requisites: GV101 or GV100 or equivalent
Course content: This course offers an advanced consideration of select key themes in the study of executive politics. It focuses on the changing conditions in which politics takes places (demographic change, sovereign debt crisis, environmental change and societal values) and considers how these changes impact on national executives.
Teaching: 20 hours of classes and 2 hours of workshops in the MT. 20 hours of classes and 2 hours of workshops in the LT.
The workshops will introduce and provide support for the assessed coursework projects.
Formative coursework: Three formative essays (2500 words) and project proposal for assessed essay component.
Indicative reading: Hood, C (2011) The Blame Game, Carpenter, D (2010) Reputation and Power, Lewis, DE (2009) The Politics of Presidential Appointments, Lodge, M and Wegrich, K (2012/eds) Executive Politics in Times of Crisis.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 2500 words).

GV313 Half Unit
Politics of Trade in Comparative Perspective

This information is for the 2017/18 session.

Teacher responsible: Dr Stephanie Rickard
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at two groups. The deadline for enrolments is 12:00 noon, Friday 29 September, 2017.
Pre-requisites: A background in political economy would be advantageous.
Course content: The course focuses on the role of institutions, ideas and interests in the process and formulation of trade policy. We examine the causal influences of institutions, ideas and interests in trade, focusing predominantly on developed countries. We draw on theories from economics and political science and analyze these using both historical and contemporary examples, and do so from a comparative perspective, rather than an international relations perspective.
The primary focus of the course is on actual policy outcomes.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in Week 6.
Formative coursework: Weekly writing assignments.
Indicative reading: Frieden, Lake and Schultz (2010) World Politics. 216-233. Hiscox, Michael. (2002) "Commerce, Coalitions, and Factor Mobility: Evidence from Congressional Votes on Trade Legislation." American Political Science Review 96(3): 593-608. Milner, Helen V. and Keiko Kubota. (2005) "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." International Organization 59 (Winter): 107-144. Rickard, Stephanie J. (2010) "Democratic Differences: Electoral Institutions and Compliance with GATT/WTO Agreements." European Journal of International Relations 16(4): 711-729. Nielson, Daniel L. (2003). Supplying Trade Reform: Political Institutions and Liberalization in Middle-Income Presidential Democracies. American Journal of Political Science 47:3 470-491. C. Schonhardt-Bailey, From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective (MIT Press, 2006). Zahrnt, Valentin. (2008). Domestic constituents and the formulation of WTO negotiating positions: what the delegates say. World Trade Review 7 (2): 393-421. Wei and Zhang (2010) Do external interventions work? The case of trade reform conditions in IMF supported programs Journal of Development Economics Volume 92, Issue 1, May 2010, Pages 71–81. Frieden, Jeffry, Ronald Rogowski. (1996) "The Impact of the International Economy on National Policies: An Analytical Overview." In Internationalization and Domestic Politics. Edited by Robert Keohane and Helen Milner, p. 25-47.
Assessment: Essay (100%, 4000 words).

GV314
Empirical Research in Government

This information is for the 2017/18 session.

Teacher responsible: Prof Edward Page CON3.05
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at one group. The deadline for receipt of applications is 12:00 noon on Friday 29 September, 2017.
Course content: The course introduces a variety of techniques and issues in the empirical study of political science and applies them to a practical research project in which students participate throughout the year. No prior knowledge of statistics or research methods is required. The focus of the course will be the practical research project. For 2017/18 the research project will explore international student perceptions of the UK as a place for study, though this is subject to change. At the theoretical level the course will cover questions relating to the utilization of policy research, forms of research design, sampling, questionnaire construction, coding and converting non-quantitative to quantitative indicators, response rates, elite interviewing and research ethics. As the practical research project progresses classes will cover the development of practical skills such as, principles of research report writing and, where appropriate for the project, use of text processing programmes, and basic routines in the widely-used Statistical Package for the Social Sciences (SPSS), such as those used for compiling crosstabulations.
Teaching: 20 hours of seminars and 2 hours of workshops in the MT. 20 hours of seminars and 2 hours of workshops in the LT. 2 hours of seminars in the ST.
The two workshops will take place in the reading weeks (week

6 of MT and LT) and will consist of additional teaching activities to extend students' familiarity with the course content at which attendance will be voluntary.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Sandra Halperin and Oliver Heath, Political Research. Methods and Political Skills (2012); Floyd J. Fowler Survey Research Methods, 5th edn (2013); Alan Buckingham and Peter Saunders, The Survey Methods Workbook (2004); Tim May, Social Research: Issues, Methods and Process, 3rd edn, (2001); Claus Moser and Graham Kalton, Survey Methods in Social Investigation, 2nd edn, (1985); Melanie Mauthner et al (eds), Ethics in Qualitative Research, (2002).
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words) and research project (25%).

GV315 Half Unit
Voting and Elections in Developing Democracies

This information is for the 2017/18 session.

Teacher responsible: Dr Ryan Jablonski CON 4.14
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
The course is capped at two groups. The deadline for enrolments is 12:00 noon on Friday 29 September 2017.
Pre-requisites: Government students should have completed GV101 Introduction to Political Science or equivalent.
Course content: Most governments in the developing world have adopted electoral institutions, many in the last few decades. However, these institutions vary considerably in their ability hold politicians accountable. Emergent democracies are frequently plagued by violence, fraud, corruption, weak accountability, and clientelism. This seminar is a discussion of the nature of electoral institutions in developing democracies, with a particular focus on the causes and consequences of these ills. Among other things, we will seek answers to the following questions: Why do governments adopt electoral institutions, but then fail to permit free and fair voting? When and why do governments use fraud and violence to win elections? What has been the impact of development aid, election monitoring and democracy assistance on elections and democratization? To answer these questions we will draw on an emerging political science literature on these issues, as well as several case studies. Students are expected to be active participants in this course, and will participate in several class debates and writing exercises.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. Each session will begin with a lecture, followed by a discussion and – in the latter half of the course – presentations by one or more students.
There will be a Reading Week in Week 6 of LT.
Formative coursework: Students will be expected to produce 1 essay of 1,000 words in the LT.
Indicative reading: Stokes, Susan C., et al. Brokers, Voters, and Clientelism: the puzzle of distributive politics. Cambridge University Press, 2013. Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." World Politics 55, no. 3: 399-422. Zakaria, F. 1997. The Rise of Illiberal Democracy. Foreign Affairs 76: 22-43. Bratton, Michael, and Nicholas Van de Walle. Democratic experiments in Africa: Regime transitions in comparative perspective. Cambridge University Press, 1997. Hafner-Burton, Emilie M., Susan D. Hyde, and Ryan S. Jablonski. "When Do Governments Resort to Election Violence?" British Journal of Political Science 44.01 (2014): 149-179. Weitz-Shapiro, Rebecca. "What wins votes: Why some politicians opt out of clientelism." American Journal of Political Science 56.3 (2012): 568-583.
Assessment: Essay (90%, 4000 words) in the ST.
Presentation (10%) in the LT.

GV316 Half Unit
Advanced Issues in Applied Political Theory

This information is for the 2017/18 session.

Teacher responsible: Dr Kai Spiekermann CON.517
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at one group. The deadline for enrolments is 12:00 noon, Friday 29 September 2017.
Course content: An investigation of contemporary questions in applied political theory. Taking as a starting point a pressing social and political challenge, the course instructs students to systematically apply different political theories to approach the problem, to understand and critically discuss different normative viewpoints, and to develop and defend their own position in these debates.
Examples of such themes include environmental and climate change, free speech, multiculturalism and toleration, poverty and global justice, colonialism, or surveillance and privacy. The topics are selected each year to reflect current debates and the interests of the course convener. The course gives students the opportunity to experience research-led teaching, as the course convener will typically create a syllabus to reflect their current research projects.
In 2017/18, this course applies theories and concepts from political theory to the problems of environmental change. Among the topics discussed will be climate change, overpopulation, food and water scarcity, deforestation, desertification and the loss of biodiversity. Looking at contributions from political theorists, we will ask: How should we balance the interests of current and future generations? How does climate change affect our obligations towards the global poor? How do we make policy decisions if the effects are uncertain but potentially severe? Are we individually or collectively responsible for causing climate change, and what follows from this? How do we relate to the environment and what precisely is valuable about preserving it?
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. During the reading week (week 6), all students have the opportunity for a one-on-one meeting with the convener to plan for their formative essay.
Formative coursework: Students will be expected to produce 1 essay.
Indicative reading: John Broome (2012) Climate Matters: Ethics in a Warming World, New York (W.W. Norton); Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue, eds. (2010) Climate Ethics: Essential Readings, Oxford (Oxford University Press); Denis G. Arnold, ed. (2011) The ethics of global climate change, Cambridge (Cambridge University Press); Stephen M. Gardiner (2011) A Perfect Moral Storm: The Ethical Tragedy of Climate Change, Oxford (OUP); Intergovernmental Panel on Climate Change (2013) Fifth Assessment Report, Available at www.ipcc.ch.
Assessment: Essay (100%, 3000 words).

GV317 Half Unit
The Modern State - Theory and Practice

This information is for the 2017/18 session.

Teacher responsible: Professor Patrick Dunleavy

Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
This course is capped at 1 group. The deadline for enrolments is 12:00 noon, Friday 29 September, 2017.
Pre-requisites: Some background in at least one of these fields will be helpful: political theory, comparative politics, political sociology, public policy/economics, or international relations.
Course content: Since the 2008 financial crisis the modern state has re-emerged as a key actor in shaping the political identities, welfare and life-chances of its citizens; the strength and shape of a nation's economy; and much of the development of international policies. Some earlier expectations of the dwindling away of state institutions in the face of global forces or international institutions have been decisively refuted. Yet the operations of states as 'multi-systems', with many component parts, continues to generate theoretical controversy about whether and how they exist, and how their diversity can be ascribed unity of purpose or operations. The first five weeks examine the main theories of the modern, complex state and controversies about its unity and diversity. After reading week, we move on to look at the integrating roles of budget systems, constitutional provisions, bureaucratic institutions and information policies, the 'regulatory state' and 'welfare state' institutions in shaping the overall evolution of states. The approach is comparative throughout, drawing mainly on the experience of OECD countries and advanced industrial societies.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: John Dryzek and Patrick Dunleavy, Theories of the Democratic State (Palgrave-Macmillan, 2009). Francis Fukyama, Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy (Farrar, Straus and Giroux, 2015). Timothy Mitchell, 'The Limits of the State: Beyond Statist Approaches and Their Critics', American Political Science Review, (1991) Vol. 85, No. 1, pp. 77-96. Colin Hay, 'Neither real nor fictitious but "as if real"'? A political ontology of the state', British Journal of Sociology (2014) Volume 65 Issue 3, pp. 459-80. David Levi-Faur, 'The welfare state: a regulatory perspective', Public Administration, September 2014, vol 92, no.3, pp 599-614.
Assessment: Presentation (10%) in the Week 11.
Essay (90%, 4000 words) in January.

GV318 Half Unit
Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Mitchell
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Government department students will be given priority. The course is capped at 2 groups. The deadline for enrolments is 12 noon on Friday 29 September.
Pre-requisites: Students may find it helpful to have completed Introduction to Political Science (GV101).
Course content: How can we design, build and sustain 'democracies' in less than ideal circumstances? We will explore societies torn apart by political violence and ethnic conflict. The main purpose is to diagnose the central problems, and examine what political responses are most appropriate. The first part of the course mostly looks at the problems, in particular political violence. We consider the likely futures for Iraq, Kurdistan and Islamic State. What are the justifications for political violence? How much political violence is there and what are the main types and trends? We shall examine the strategies terrorism and suicide terrorism. Since the end of the cold war, almost all wars are 'civil wars' and we will consider what causes civil wars, what sustains them (why do some last much longer than others?), and how do they end? The second part of the course shifts the focus of attention to 'solutions' and policy responses to divided societies and failing states. Informed responses might include: intervention, mediation and peace agreements; power-sharing and constitutional design; territorial management of conflict; transitional justice; elections, party systems and institutions for governing divided societies.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
There will be a Reading Week in Week 6.
Formative coursework: Students will be expected to produce 1 project in the Week 7.
Formative - one short project proposal - which should be a research design plan for the project. Students will receive written and verbal feedback on the viability and quality of their proposal, but it will not be graded. It is feedback and advice, not part of summative assessment. The deadline will be week 7, just after reading week in week 6. Length 1000 words. Pedagogically, preparation of the research proposal combined with advice and feedback will help improve the quality of the final project.
Indicative reading: Paul Collier (2010), *Wars, Guns and Votes: Democracy in Dangerous Places*. London: Vintage. Lars-Erik Cederman, Kristian Gleditsch and Halvard Buhaug (2013), *Inequality, Grievances and Civil War*. Cambridge University Press. Jonathan Tonge (2014), *Comparative Peace Processes*. London: Polity. Hannah Lerner (2011), *Making Constitutions in Deeply Divided Societies*. Cambridge University Press. Brendan O'Leary (2009), *How to Get Out of Iraq with Integrity.* Penn: University of Pennsylvania Press. Arend Lijphart (2008), Thinking about Democracy: Power-Sharing and Majority Rule in Theory and Practice. Routledge. Horowitz, Michael (2015), The Rise and Spread of Suicide Bombing', Annual Review of Political Science 18: 69-84. Gilligan, Michael and Ernest Sergenti (2008), 'Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference', Quarterly Journal of Political Science 3:89-122. Vinjamuri, Leslie and jack Snyder (2015), 'Law and Politics in Transitional Justice', *Annual Review of Political Science* 18: 303-327. Brancati, Dawn and Jack Snyder (2012), 'Time to Kill: The Impact of Election Timing on Postconflict Stability', Journal of Conflict Resolution. Brownlee, Jason, Tarek Masoud and Andrew Reynolds (2015), *The Arab Spring: Pathways of Repression and Reform.* Oxford University Press. A full reading list will be available on Moodle.
Assessment: Project (90%, 4000 words) in January.
Presentation (10%) in the MT.
As a final year course, the aim is to have a 'research output' as the main method of of assessment in the form of a mini-project. This will be similar to the shorter 'research notes' sections of many academic journals and should not exceed 4,000 words.
Students will also each make one seminar presentation, on which they will receive feedback and a grade.

GV319 Half Unit
Experimental Politics

This information is for the 2017/18 session.

Teacher responsible: Mr Thomas Leeper CON 3.21
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy.

This course is not available as an outside option nor to General Course students.
This course is capped at one group. The deadline for enrolments is 12 noon on Friday 29 September 2017.
Pre-requisites: Familiarity with basic algebra required and comfort with basic statistics as covered by Research Design in Political Science (GV249) or an equivalent course in research design or introductory statistics (such as ST102, ST107, ST108, GY140, SA201) is recommended.
Course content: This course will introduce students to the use of experiments or randomised controlled trials (RCTs) in politics to evaluate policies, programmes, and theories. The course will introduce the art, science, and ethics of experimentation, debate the validity and utility of experiments as a tool of evaluation and as the basis for policymaking, and examine the findings of experimental research in several distinct political domains. Representative topics include:
1. Voter mobilisation
2. Campaign message testing
3. Social media
4. International development
5. Public health
6. Polling
7. Small-group deliberation
8. Policy nudges

Teaching: 10 hours of lectures and 9 hours of classes in the MT. 1 hour of classes in the ST.
There will be no lecture during Week 6 and no class during Weeks 1 and 6. Reading week activities will include one-on-one meetings with the instructor to discuss final paper topics/proposals (and other course content) and set aside time for students to prepare formative presentations (which will occur in class sessions during Weeks 7-11).
Formative coursework: Students will be expected to produce 1 problem sets and 1 presentation in the MT.
The problem set will be due at the end of Week 5 and the presentations will occur during Weeks 7 to 11.
Indicative reading: Required textbook: Glennerster and Takavarasha. 2013. *Running Randomized Evaluations: A Practical Guide*. Princeton, NJ: Princeton. Suggested texts: Desposato. 2016. *Ethics and Experiments: Problems and Solutions for Social Scientists and Policy Professionals*. New York: Routledge. Druckman et al., eds. 2012. *Cambridge Handbook of Experimental Political Science*. New York: Cambridge. Gerber and Green. 2011. Field Experiments. New York: Norton. Morgan and Winship. 2015. *Counterfactuals and Causal Inference*. New York: Cambridge. Journal articles and other reading list texts, as assigned. Students will have free choice on final essay topics, so they should expect to find and read additional books and articles on the topic in consultation with the instructor and the library.
Assessment: Exam (50%, duration: 1 hour and 30 minutes) in the main exam period.
Essay (50%, 2250 words) in the LT.
Assessment for the course will consist of a written exam (1 hour and 30 minutes) during the regular exam period (50%) and an individual case study essay (50%). The essay can take one of two forms: (a) a research design proposal that advances an original theoretical contribution to a political science literature, proposes an experimental test of that theory, and critically discusses related issues of research design, ethics, and implications; or (b) a case study that examines a real-world use of experimental methods to study a question relevant to political science by a government, firm, NGO, or other entity, describes the context for and design of the experiments, and evaluates the findings and use of experiments in this case context.
Students have complete topical choice for the essay and will be expected to give a short presentation (one part of the formative assessment) on their chosen topic during class. Regardless of the form of essay chosen, the quantitative problem set will ensure that students have the skills necessary to propose a credible experimental design and/or evaluate an applied example of experimental research. One-on-one meetings during Reading Week will provide a checkpoint to obtain early feedback and presentations will invite both peer and instructor feedback near the end of the term.

GV320 Half Unit
Populism

This information is for the 2017/18 session.

Teacher responsible: Professor Francisco Panizza CON 5.12
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at one group. The deadline for enrolments is 12 noon on Friday 29th September 2017.
Pre-requisites: Students must have completed Democracy and Democratisation (GV245).
Democracy and Democratisation (GV245) is a pre-requisite for taking the course.
Course content: The course aims at bringing together the conceptual analysis of populism with comparative case studies in different regions of the world. It studies populism from a conceptual, theoretical and comparative perspective. Given the highly contested nature of populism, the first weeks will look in depth to different theories of populism, including institutional, ideological, discursive and socio-cultural understandings of populism. It will then move to explore the conditions of emergence of populism and the relations between populism and key political concepts, such as democracy and political participation. The second half of the course will seek to apply the conceptual tools presented in the first half of the course to regional case studies. Among the topics to be explored are: What is populism? Populism as a "thin ideology". Populism as a mode of identification. The socio-cultural dimensions of populism. The socio-economic dimensions of populism. The conditions of emergence of populism. Populism, democracy and political participation. Populism in Europe. Populism in the USA. Populism in Latin America.Populism in Asia.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
On week 6 (reading week) it will be open to students to attend a session of short films and videos on populist politics . This session does not form part of the formal teaching of the course.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Formative coursework:
1 X 1,500 words essay to be submitted on week 7 of the LT. The formative essay will offer an outline of the final essay- including key indicative reading. The feedback will be used in two ways: 1) to guide students' critical thinking in line with course learning outcomes; 2) to guide students on the key aspect of formatting an academic argument using literature and critical debate. Students will also be encouraged to reflect upon their learning from the presentation and use this to refine their summative essay.
Indicative reading: Essential Readings
Cristobal Rovira Kaltwasser, Paul Taggat, Pierre Ostiguy and Paulina Ochoa- Espejo (eds). Oxford Handbook on Populism. Oxford: Oxford University Press 2017. Benjamin Moffit, The Global Rise of Populism. Performance, Political Style and Representation. Stamford Ca: Stamford University Press 2016. Francisco Panizza (Ed) Populism and the Mirror of Democracy. London: Verso 1995. Additional Readings. Carlos de la Torre and Cynthia J. Arnson (eds.) Latin American Populism in the Twenty-First Century. Baltimore: The John Hopkins University Press, 2013. Michael Kazin. The Populist Persuasion. An American History. Ithaca and London: Cornell University Press, 1998 Benjamin Moffitt. The Global Rise of Populism. Performance, Political Style and Representation. Stamford Ca.: Stamford University Press, 2016.

Cas Mudde and Cristóbal Rovira Kaltwasser (eds.) Populism in Europe and the Americas. Threat or Corrective to Democracy? Cambridge: Cambridge University Press, 2012. Cass Mudde and Cristobal Rovira Kaltwasser. Populism: A Very Short Introduction, Oxford University Press 2017. Jan-Werner Müller. What is Populism? Princeton: Princeton University Press, 2016.
Assessment: Presentation (10%) in the LT.
Essay (90%, 3500 words) in the ST.
The essay will be marked in line with departmental guidance on assessed essays. This will allow for a scale of outcomes in line with different levels of academic outputs. It will be marked for command of the literature, theories and empirical findings, analytical sophistication, use of evidence, critical judgement and originality. The individual class presentations will take the form of a 15 minute presentation followed by 30 minutes of questioning from both the class and the teacher. Particular value will be placed on the ability to present contending arguments in a clear and balanced way, the use of empirical evidence to support arguments and the capacity to raise relevant questions for class discussion.

GV325 Half Unit Not available in 2017/18
Advanced Issues in Political Economy

This information is for the 2017/18 session.

Teacher responsible: Dr Stephane Wolton
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
The course is capped at 1 group. The deadline for enrolments is 12 noon on Friday 30th September.
Pre-requisites: Students are expected to have taken GV225 Public Choice and Politics, or equivalent, in a previous year. An introductory knowledge of economics and econometrics would be useful.
Course content: This course is an advanced treatment of Political Economy. The course will cover some advanced concepts in game theory and their application to contemporary political issues. It will provide an overview of the empirical literature on the topics covered. The course material will expand students' capacity to think about policy relevant issues and will cover democratic and autocratic politics. The course structure will be as follows:
Week 1 – Game theory refresher
Week 2 - Political accountability
Week 3 – Media and democracy
Week 4 - Behavioural political economy
Week 5 - Accountability in autocracies: The role of elite
Week 7 – Accountability in autocracies: The role of institutions
Week 8 - Democratisation,
Week 9 – Terrorism
Week 10 - International conflicts
Week 11 - Revision lecture
Teaching: 10 hours of lectures and 9 hours of classes in the MT. There will be 9 one-hour lectures in Weeks 1-5 and Weeks 7-10 in MT and a one-hour revision lecture in Week 11. Classes will run in Weeks 2-5 and Weeks 7-11 in MT. Week 6 will be a Reading Week.
Formative coursework: Students will be expected to produce 1 problem sets and 1 other piece of coursework in the MT.
Students will complete one problem set to further their understanding of the concepts covered in the course and prepare for the take-home exam. There will also be a time exam in week 11 to allow practise on problem sets solving under exam conditions.
Indicative reading: Canes-Wrone, Brandice, Michael C. Herron, and Kenneth W. Shotts. 2001. ``Leadership and pandering: A theory of executive policymaking." American Journal of Political Science 45(3): 532-550. Gentzkow, Matthew, and Jesse M. Shapiro. 2006. "Media Bias and Reputation." Journal of Political Economy 114(2): 280-316. Prato, Carlo and Stephane Wolton. 2015. ``The Voters' Curses: Why we need Goldilocks voters." American Journal of Political Science, forthcoming. Egorov, Georgy, Sergei Guriev, and Konstantin Sonin. 2009. ``Why Resource-Poor Dictators Allow Freer Media: A Theory and Evidence from Panel Data." American Political Science Review 103(4): 645-668. Bueno de Mesquita, Ethan. 2005. ``The quality of terror." American Journal of Political Science 49(3): 515-530. Daron Acemoglu and James Robinson. 2000. ``Why Did the West Extend the Franchise?" Quarterly Journal of Economics 115 (4): 1167-1199. Fearon, James D. 1995. ``Rationalist explanations for war." International organization 49(3): 379-414. Most of the reading is from journal articles; a complete list will be supplied at the start of the term. A useful overview of political economy topics in democracy is: T Besley, Principled Agents? Selection and Incentives in Politics, Oxford University Press, 2005
Assessment: Exam (60%, duration: 2 hours and 45 minutes, reading time: 15 minutes) in the main exam period.
Coursework (40%) in the Week 9.
The exam will have two parts. Part A is a compulsory question. In Part B, candidates will answer two questions from three posed. The coursework will have four compulsory questions.

GV335 Half Unit
African Political Economy

This information is for the 2017/18 session.

Teacher responsible: Prof Catherine Boone CON 6.04
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is capped at 1 group. The deadline for enrolments is 12:00 noon, Friday 29 September, 2017.
Course content: This class is an introduction to the study of contemporary African political economy. The goal is to set major questions of state and economy in historical, geographic, and international context. Course readings and lectures stress marked unevenness in national and subnational trajectories and in the political-economic character of different African countries, and introduce students to theories that aim to identify causes of similarity and difference across and within countries. Students will come away with a better understanding of the possibilities and limits of structured, focused comparisons in comparative politics, and with an introduction to political economy approaches to questions of late development. They will also develop substantive knowledge of the political economy of sub-Saharan Africa and analytic tools to describe and make sense of its diversity.
Teaching: 20 hours of lectures and 20 hours of seminars in the MT.
This course shares lectures with DV435 African Political Economy. Seminar classes are separate for undergraduate students.
There will be a reading week in Week 6.
Formative coursework: There will be one 1,200 formative assignment (short essay).
Indicative reading: Texts used may include all or part of the following:
Fred Cooper, Africa Since 1940 (Cambridge U. Press)
Keith Hart, The Political Economy of West African Agriculture (Cambridge, 1983). Jeffrey Herbst, States and Power in Africa (Princeton 2000). Mahmood Mamdani, Citizen and Subject: Africa and the Legacy of late Colonialism (Princeton 1996). Will Reno, Warfare in Independent Africa (Cambridge 2011). Abiodun Alao, Natural Resources and Conflict in Africa: The Tragedy of Endowment (University of Rochester Press, 2007). Sara Berry, No Condition is Permanent: The Social Dynamics of Agrarian Change in Africa (U. of Wisconsin Press). Crawford Young, The Postcolonial State in Africa: Fifty Years of Independence
Assessment: Essay (75%, 2000 words) in the LT.

In class assessment (25%).
For the in-class assessment: Students will be asked to write one-page feedback papers on selected weeks' readings and to participate in class discussions. In the last class meeting, each student will give a 5-minute overview of his/her plans for the final course essay. Participation assessment is designed to motivate students to keep up with the readings and to contribute actively to class discussion.

GV342 Not available in 2017/18
Philosophy, Politics and Economics: Capstone and Research Project

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Lodge CON308
Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.
Exclusive for fourth year BSc PPE students.
Pre-requisites: This course will be available exclusively for 4th-year PPE students.
Course content: The course introduces students to team-based and individual research work. The MT will focus on the capstone project. The initial three weeks of the course will introduce students to the requirements of capstone projects, key research strategies and essential questions. During weeks four to nine, they will be required to research, as part of small teams, problems in public and private sector organisations. The completed research has to be presented to fellow students (and the client organisations) both in form of a presentation as well as a research report.
In the LT, the focus shifts to the production of an individual academic paper. Students will be encouraged to develop an interdisciplinary research question and to complete a research paper and a poster on the conclusions of the paper by the end of the LT. The initial weeks' seminars during the LT will be focused on key questions for research design, with the following weeks focusing more on individual consultation and feedback sessions.
Teaching: 7 hours and 30 minutes of seminars and 9 hours of help sessions in the MT. 7 hours and 30 minutes of seminars and 9 hours of help sessions in the LT. 1 hour and 30 minutes of seminars in the ST.
The seminars will introduce the key issues and demands on the students. The help sessions will operate on the basis of feed-back and consultation sessions to support students' research efforts. The ST session will involve a 'poster exhibition' that allows all students to exhibit and discuss their research projects.
Formative coursework: Students will be expected to produce 1 presentation in the MT and 1 presentation and 1 essay in the LT. The team and the individual research efforts will be supported during the help sessions. To support the development of presentational skills, students are required to prepare a draft presentation and will receive feedback in the MT. Equally, students will be required to prepare a poster outlining their research for week 4 in the LT. This will help the development of the research ideas, but also provide for feedback on the intended research and the design of posters more generally. They will also be asked to provide for a draft paper outline in week 9 to receive additional feedback.
Indicative reading: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); C. R. Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, Dynamics in Groups and Teams: Groups as Complex Action Systems, chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004). An extensive list of readings will be made available on Moodle.
Assessment: Project (30%, 5000 words) and presentation (20%) in the MT.
Presentation (20%) and research project (30%) in the LT.

GV366
Political Economy of the Developing World

This information is for the 2017/18 session.

Teacher responsible: Dr Steffen Hertog CON4.01
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course is capped at one group. Deadline for enrolments is 12:00 noon on Friday 29 September, 2017.
Pre-requisites: Students must have completed Introduction to Political Science (GV101).
Course content: This course introduces students to the broad theoretical traditions in the study of political economies outside of the OECD world, and provides an empirical overview of a number of concrete phenomena that shape the interplay of the political and economic realms in different world regions. It will address puzzles like: Why did some developing countries grow much faster than others after WWII? Are some forms of corruption more compatible with development than others? Which impact do natural resource rents have on politics and development? Under which conditions can countries with a short history of independent statehood build efficient institutions?
GV366 will engage with broad theoretical traditions like modernization theory, dependency theory, and neo-patrimonialism, and with concrete empirical topics like state-business relations, the developmental state, corruption and clientelism, the politics of public enterprise, and the political economy of resource-rich countries.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: One essay of 3,500 words to be submitted in the LT.
Indicative reading: Bardhan, Pradeep (1997). "Corruption and Development", Journal of Economic Literature, Vol. 35. Evans, Peter (1995). Embedded Autonomy: States and industrial transformation (Princeton: Princeton University Press). Richards, Alan, and John Waterbury (2007). A Political Economy of the Middle East (Boulder: Westview Press). Ross, Michael (2012). The Oil Curse: How Petroleum Wealth Shapes the Development of Nations (Princeton: Princeton University Press) Schneider, Ben Ross, and Sylvia Maxfield (eds.) 1997. State-Business Relations in Developing Countries (Ithaca: Cornell University Press). Wade, Robert (2003). Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization (Princeton: Princeton University Press). Waterbury, John (1993). Exposed to Innumerable Delusions: Public Enterprise and State Power in Egypt, India, Mexico, and Turkey (Cambridge: Cambridge University Press).
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 3500 words) in the ST.

GV390
Government Dissertation Option

This information is for the 2017/18 session.

Teacher responsible: Prof Michael Bruter
Availability: This course is available on the BSc in Government,

BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
This course may be taken only in the third year. A BSc Government and History student cannot choose both HY300 and GV390; a BSc Politics and Philosophy student cannot choose both GV390 and PH399; and a BSc Politics and International Relations student cannot choose both GV390 and IR398.
Course content: A dissertation of not more than 10,000 words on a topic to be approved by a proposed dissertation advisor and the Course Convenor. The topic should be chosen from any area within the field covered by the degree course and supported by a member of the academic staff from the Government Department willing to act as dissertation advisor. Following the dissertation information session organised by the Department in the second year of the students' curriculum, candidates should approach their tutor during the Lent Term or Summer Term of their second year to discuss the possibility of a proposed dissertation topic. After having received approval for a topic by a prospective advisor, students must submit a dissertation form detailing the final title and synopsis/prospectus to the Course Convenor for approval. Dissertation approval forms must be submitted no later than the end of Week 2 of Michaelmas term.
Teaching: 4 hours and 30 minutes of seminars in the MT. 4 hours and 30 minutes of seminars in the LT.
Six seminars split between the Michaelmas Term and Lent Term as well as individual supervision. Dissertation advisors can be expected to offer advice on reading and guidance on the organisation of the dissertation; they may also read and comment on a draft outline of up to 2,000 words. Tutors or other teachers are not permitted to read or comment on a draft of the whole dissertation. The number of individual meetings with the students will be agreed with the supervisor but should be at least once per term in the student's third year. It should be stressed that no member of staff is under an obligation to agree to supervise any proposed dissertation
Assessment: Dissertation (100%, 10000 words).

GV398
Inside the Mind of a Voter: Research in Electoral Psychology

This information is for the 2017/18 session.

Teacher responsible: Prof Michael Bruter CON 4.06
Availability: This course is available on the BSc in Government, BSc in Government and Economics, BSc in Government and History, BSc in Philosophy, Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

Available to final year students in the programmes named above. Students from other degrees are not normally accepted on the course except with the exceptional discretionary approval of the course teacher.
This course is capped at one group. The deadline for enrolments is 12 noon on Friday 29 September 2017.
Course content: This final year undergraduate course has three important ambitions.
Substantively, it aims to introduce students to the study of electoral psychology and electoral ergonomics, which represent novel and dynamic approaches to the study citizens' electoral behaviour and the way voters' psychology interacts with the organisation of elections.
Methodologically, it introduces students to some of the key methods used in the field and enables them to practice fieldwork in one of them through an empirical group project. That project will change each year in terms of topic and method, and will be discussed jointly by the course teacher and the students. It may include lab experiments, interviews, diaries, or any of the core methods used in the field.
Finally, it introduces students to the research process through the main assessment component, which is a supervised 7,000 words dissertation, and supports them through several research clinics whereby we discuss students' dissertation issues and problems collectively throughout the year.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 4 hours of seminars in the ST.
Teaching takes place on MT (10x2 hours), LT (10x2 hours), ST (1x4 hours). The department operates a reading week on week 6.
The course includes:
- 10 x 2 hour SUBSTANTIVE SEMINARS on key issues in electoral psychology
- 5 x 2 hour FIELDWORK SEMINARS focused on preparation and fieldwork for the group project
- 5 x 2 hour RESEARCH CLINICS on the preparation and discussion of analytical, methodological, and ethical issues faced by students with regards to their dissertation
- 1 x 4 hour CONFERENCE WORKSHOP where students will briefly present their findings to one another.

Formative coursework: Formative assessment includes:
- draft research synopsis and design (end of MT)
- draft research methodology (early in LT)
- unassessed critics of further readings (throughout MT/LT)

Indicative reading: Bruter, M. and Harrison, S. Understanding the emotional act of voting.
Lipset, S., Lazarsfeld, P, et al. The psychology of voting. Sniderman, P. Personality and democratic politics. Bruter, M., and Lodge, M. Political Science research methods in action. Baddeley, A. The psychology of memory. Cammaerts, B.et al. Youth participation in democratic life. Harrison, S and Bruter, M. Mapping extreme right ideology
Assessment: Other (70%) in the ST.
Research project (15%) in the MT.
Other (15%) in the MT and LT.
The summative assessment consists of:
• A final dissertation of 7,000 words (70%)
• Group work on project (15%)
• Critiques of further readings (15%)
The critics of further readings work as follow: to make the reading list more manageable for the 10 substantive seminars, all students will only be expected to familiarise themselves with the core readings, and will divide the further readings between themselves. Each student will be expected to be responsible for a total of 5-6 further readings throughout the year, all in different weeks. Students responsible for a further reading will be asked to write a short (1-2 page) critic of it following a set format (1) what is the research question and why is it interesting, 2) what methods are the authors using, 3) what are the main findings, 4) what are the main shortcomings or what do you wish the authors had done differently) and post it on moodle by the Sunday before the seminar so that students can quickly browse the week's 'menu' in advance. The students having each covered different further readings will bring them into the seminar discussion.
The critics count for 15% of the final mark as follows: 5% for completing 5 quality critics throughout the year, and 10% based on the average mark for what they choose as their two best critics.
The group work mark (15%) is based on the satisfactory completion of the tasks assigned to small groups of students during the fieldwork (e.g. conducting interviews or experiments, etc depending on the topic of the year).

GY100
Introduction to Geography

This information is for the 2017/18 session.

Teacher responsible: Dr Claire Mercer STC418
Dr Alex Jaax
Dr Nancy Holman

Dr Michael Mason
Availability: This course is compulsory on the BA in Geography, BSc in Environment and Development and BSc in Geography with Economics. This course is available on the BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides students with an introduction to Geography at LSE. In Michaelmas Term we will examine human geography's key concepts, including space, place, landscape, nature, globalization, mobility, society and city. In the Lent Term the course will move on to introductory sections on environmental geography and economic geography. The environmental section will cover topics such as the anthropocene, nature and culture, and global and local environmental problems. The economic geography section will introduce students to the changing location of economic activity, inequalities within and between countries, regions and cities, and the rationale, objectives and tools of local and regional development policies in a globalizing world.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 18 hours of lectures and 9 hours of classes in the LT. 1 hour of lectures in the ST.
Formative coursework: Students will be expected to produce 4 essays and 1 presentation in the MT and LT.
Indicative reading: Detailed reading-lists related to the different topics within the course will be provided at the start of the course. Clifford, N.J., S.L. Holloway, S.R. Rice and G. Valentine (eds) (2009) Key Concepts in Geography, 2nd Ed, Sage, London; Dicken, P. (2011) Global Shift: Mapping the Changing Contours of the World Economy 6th Edition Sage Publications; W.E. Murray, Geographies of globalization, 2006; A Pike, A Rodríguez-Pose & J Tomaney Local and regional development, 2006; N. Castree (2014) Making Sense of Nature
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

GY103
Contemporary Europe

This information is for the 2017/18 session.

Teacher responsible: Prof Simona Iammarino (on sabbatical for 2017-18)
Dr Neil Lee
Dr Alex Jaax
Availability: This course is available on the BA in Geography, BSc in Environment and Development and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course aims at introducing students with little prior knowledge of European issues to some of the most important economic, social, and political challenges the European Union overcame in the past, and currently faces. The course develops a sound understanding of the determinants and the evolution of these challenges and the related public policies. Students will learn about strengths, weaknesses and lessons to be drawn from the most striking example of international integration as a result of historical forces and in the context of a globalised world. The course covers issues such as economic integration, competitiveness, cohesion, innovation and growth, enlargement, Euro crisis and Brexit, social policy, employment trends, poverty, migration, ageing, and social exclusion and inequality. Particular stress is laid upon the spatial constitution of these themes, at various levels of geography: supranational, national and subnational (regional) level.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 18 hours of lectures and 9 hours of classes in the LT. 2 hours of classes in the ST.
The 2 hour-class in the ST is Revision Session for the exam.
Formative coursework: Students will be expected to produce a minimum of two class essays during the year and will also be expected to give class presentations.
Indicative reading: Given the diversity of the subject, there is no one textbook that covers all of the topics. A mix of academic articles and chapters from textbooks is used in the course. Reading lists are provided electronically, and additional web sources will also be indicated during the lectures. Indicative textbooks are the following: A Rodriguez-Pose, The European Union: Economy, Society and Polity, 2000; R Baldwin and C Wyplosz, The Economics of the European Integration, 3rd edition, 2009; S Senior Nello, The European Union. Economics, Policies and History, 2nd edition, 2009; W Molle, European Cohesion Policy, 2007.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.

GY120
Environmental Change: Past, Present and Future

This information is for the 2017/18 session.

Teacher responsible: Prof David Jones STC S417
Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Many consider that 'Climate Change' is the greatest challenge currently facing human society, mainly because of the 'Environmental Changes' that it will cause. But what are 'Climate Change' and 'Environmental Change'? What causes these changes? How much have they changed in the past and how do we know? How much is human activity responsible for the recent changes identified and when did this influence begin? How is the climate going to change in the next century and if water finds its own level, why does sea-level change vary over the Globe?
To answer these questions requires that the course focuses on developing an appreciation of the Planet Earth as the home of human societies. The analysis focuses on the physical nature of the 'natural' or biophysical systems and involves consideration of how the solid earth, the gaseous atmosphere, the hydrosphere and the biosphere, were formed, have evolved, interact and have changed over time due to both external (extra-terrestrial) and internal factors, including humans. From this, an appreciation of change and evolution over differing time-scales is developed, which will serve as an essential basis for students when evaluating the contemporary two-way interaction between humans and the environment. The relevant science will be taught as and when required.
The course consists of the following sections:
- Introduction to Environmental Change:
The structure and functioning of the Earth as a set of systems (The Geosystem). The Scientific Method. The systems approach and its application to environmental studies. Ecosystem concept. Biogeochemical cycles. The nature and causes of Environmental Change and Climate Change; "Change" and "Variability".
- Key Aspects of Environmental Change:
(i) The Contemporary Atmosphere. Composition and structure of the atmosphere. Radiation and selective absorption (Greenhouse Effect). Global energy budget and global energy transfers.
(ii) The Hydrosphere: Hydrological cycles. Cloud formation, precipitation and evapotranspiration. General introduction to hydrology and the "Hydrological Cascade". Human Influences on river flow. Flooding.
(iii) The Biosphere; Development and change of Biodiversity over time due to evolution through Natural Selection
- Quaternary Environmental Change: Environmental Change over the last 2.6 million years.

Prelude: Introduction to the Quaternary. Divisions of the Quaternary. The evolution of humans. But what went before? - Long-term influences on climate and environmental change; past ice ages and 'greenhouse worlds'. Catastrophic events. The Gaia hypothesis.
Establishment of the contemporary paradigm of Quaternary climate change, i.e.: the "Ice House - Hot House" paradigm.
Ice cores, ocean sediment cores, the Oxygen Isotope record; what causes glaciations and inter-glacials? The Milankovitch Mechanism. Milankovitch and sub-Milankovitch oscillations.
- Past, Present and Future Change
Merging the instrumental, historical and proxy records. Problems with dating. The growing influence of humans (the human impact). The possibility of an Anthropocene / Anthropogene. Holocene Climate Change: The Post-Glacial Climatic Optimum, Medieval Warm Period and Little Ice-age. Mann et al's "Hockey Stick". Human impacts on the Ecosphere and the Ruddiman Hypothesis. Debates about Twentieth Century Warming.
Patterns of sea-level change: Past, Present and Future.
Contemporary Climate/Environmental Change and future prospects to AD 2100.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 18 hours of lectures and 10 hours of classes in the LT.
Please note there is a Reading Week taking place in Week 6 in both Michaelmas and Lent Terms.
Formative coursework: Students will be expected to produce two essays during the year, one in each term, and give class papers.
Indicative reading: Bell, M. and Walker, J.C., Late Quaternary Environmental Change: Physical and Human Perspectives, 2005; P. Smithson, K. Addison and K. Atkinson, Fundamentals of the Physical Environment, 2008; T H van Andel, New Views on an Old Planet, 1994; R Chistopherson, Geosystems, 2005; J Gribbin,Almost Everyone's Guide to Science, 1998; A. E. Dessler, Introduction to Modern Climate Change, 2012; J. Houghton, Global Warming: The Complete Briefing, 2015; J Chapman & M J Reiss, Ecology. Principles and Applications, 1992; J E Lovelock, The Ages of Gaia, 1988; R Huggett, Catastrophism, 1997; W.J. Burroughs, Climate Change: A Multidisciplinary Approach, 2007; Goudie, A., The Human Impact on the Natural Environment, 2013.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (15%, 1500 words) and essay (25%, 2000 words) in the LT.

GY121 Sustainable Development

This information is for the 2017/18 session.

Teacher responsible: Prof Giles Atkinson
Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: "Is development sustainable?" While this is undoubtedly a challenging question, the purpose of this course is to provide building blocks that will allow an answer to be formulated. In doing so, we will seek to understand better how the natural world is affected by development decisions and crucially how those decisions shape human development prospects or widen the gap between development outcomes across geographical regions and socioeconomic groups. All of this gives rise to a rich array of themes and debates, which are reflected in distinct sections of the course. We begin by introducing a number of concepts including human development, sustainable development and natural capital. We will then explore a variety of linkages between human development and natural capital (resources and environment). In doing so, we consider the viewpoint that society is being 'guided by the wrong compass' in the way that social and economic progress conventionally is measured by e.g. "GDP". Resource scarcities are frequently relative and the uneven distribution of, or access to, resources has implications for how development outcomes and prospects are distributed globally and within countries. We will therefore investigate the way in which this affects specific human populations particularly those who are amongst the most vulnerable This set of themes additionally will examine issues of resource security drawing on examples from debates about food, water and energy availability as well as broader debates about resource conflicts, population growth and changing technology.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce class essays during the year and to give class presentations.
Indicative reading: There are a variety of texts available for this course. A detailed reading list will be given at the beginning of each term but will include: G Atkinson, S Dietz,E Neumayer and M Agarwala (eds) Handbook of Sustainable Development, 2nd edition, Elgar, 2014; WM Adams (2009) Green Development: Environment and Sustainability in the Developing World, 3rd Edition, Routledge, JA Elliott (2012) An Introduction to Sustainable Development, 4th edition.
Assessment: Essay (25%) in the LT.
Take home exam (75%) in the ST.
Exam to be taken in week 1 of ST

GY140 Introduction to Geographical Research

This information is for the 2017/18 session.

Teacher responsible: Dr Austin Zeiderman, Dr Murray Low, Dr Claire Mercer, Prof Henry Overman, Prof Gareth Jones, Prof Sylvia Chant and Dr Richard Perkins
Availability: This course is compulsory on the BA in Geography. This course is available on the BSc in Environment and Development and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The main objective of this course is to introduce students to the production of geographical and environmental knowledge and to prepare them to become producers of such knowledge themselves. It provides students with a sound understanding of both the conceptual foundations and real-world applications of a variety of methodological approaches for conducting research. To appreciate why, how, and to what ends geographers conduct research on the social and spatial dimensions of human activity, the research process is examined from beginning to end: selecting a topic, performing a literature review, designing a project, collecting and analysing data, and communicating results. The process of producing knowledge about geography and the environment is also examined from a number of different perspectives: examining case studies of written work, engaging with internationally-renowned researchers, discussing the rationale for choosing a methodological approach, practicing the application of individual methods, and designing and executing a piece of independent research. Both quantitative and qualitative research methods are discussed in detail and fieldwork exercises in London give students the opportunity to apply various methods from the course in their own research.
Teaching: 10 hours of lectures and 18 hours of classes in the MT. 9 hours of lectures and 18 hours of classes in the LT.
Compulsory fieldwork exercises to be completed instead of lecture/class in Week 11 of Lent Term. No class to be scheduled for Week 1 in MT.
Formative coursework: Students will be given the opportunity to complete two formative assignments during the course of the year: one in MT that draws on qualitative research methods and one in LT draws on quantitative research methods.
Information on the formative assignments will be provided in the course outline.

Indicative reading: Methods in human geography: a guide for students doing a research project (Flowerdew and Martin, 2005); Statistics: a tool for social research (Healey, 2012); Statistics in geography and environmental science (Harris and Jarvis, 2011); Geography and geographers: Anglo-American geography since 1945 (Johnston, 1997); International Encyclopedia of Human Geography (Kitchin and Thrift, 2009); Key methods in geography (Clifford, French, and Valentine, 2010); Qualitative research methods in human geography (Hay, 2010).
Assessment: Project (50%, 3000 words) in the LT.
Project (50%, 3500 words) in the ST.
The first project (3000 words) will be due toward the end of Lent Term. The second project (3500 words) will be due at the start of Summer Term.

GY200
Economy, Society and Space

This information is for the 2017/18 session.

Teacher responsible: Dr Alan Mace STC513a and Dr Ryan Centner STC601c
Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course examines the inter-relatedness of economy and society and the spatiality of social and economic phenomena in contemporary societies. Themes include: spatial fixes, Fordism, the development project, suburbanisation, rural crisis and shrinking cities. Through these themes we examine relationships between economic and social restructuring; the geographies of privilege, exclusion and marginality; as well as responses through urban regeneration, urban renewal and city planning. At the end of the course students should be able to understand the relationship between the economic, social and spatial realms and communicate and apply these understandings to the contemporary geographies of everyday life.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 9 hours of classes in the LT.
Formative coursework: Students will be expected to prepare written work for weekly classes, and write one formative essay each term related to course readings.
Indicative reading: N. Brenner and N. Theodore, Spaces of Neoliberalism, 2002. D. Harvey, A Brief History of Neoliberalism, 2005. D. Massey, World City, 2007. P. McMichael, Development & Social Change: A Global Perspective (5th edition), 2012. K. Polanyi, The Great Transformation, 1944.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.
In the examination students answer three out of nine questions. Details of the style and layout of the essay will be provided at the start of the session.

GY201
Urban and Spatial Economic Analysis I

This information is for the 2017/18 session.

Teacher responsible: Prof John Henderson STC.S506b
Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economics, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Economics B (EC102) is normally required; Economics A (EC100) is essential.
Course content: This course provides students with a theoretical and empirical understanding of spatial economic processes and how these influence the behaviour of firms and households and the wider economy.
The course draws primarily on international and urban economics. Topics covered include: causes and consequences of international trade; the winners and losers from globalization; multinational companies; trade, firms, and productivity; offshoring and outsourcing; the function of cities and the urban system; cities as engines of growth; the sources of agglomeration and dispersion; the determinants of urban structure and the role of land markets and land market regulation.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to prepare for group discussion of some readings and hand in short essays and problem sets in both terms.
Indicative reading: Detailed reading lists will be given out at the beginning of each term. Readings will include journal articles. Some important items include: A O'Sullivan, Urban Economics (8th edn 2012), Irwin/MacGraw-Hill; T A Pugel & P Lindert, International Economics, (14th edn) McGraw Hill, 2009.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2000 words).

GY202
Introduction to Global Development

This information is for the 2017/18 session.

Teacher responsible: Dr Claire Mercer S418
Dr Jayaraj Sundaresan
Availability: This course is compulsory on the BSc in Environment and Development. This course is available on the BA in Geography, BSc in Environmental Policy with Economics, BSc in Geography with Economics and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: An introduction to analysing global development, focusing on key development theories, strategies, problems and trajectories. In Michaelmas Term we cover concepts and ideas of development, colonial development, theories of development including modernization, dependency and post-development, the rise of the neoliberal project, the debt crisis, structural adjustment and PRSPs, participatory development and NGOs. In Lent Term we examine poverty, informality, housing, water, sanitation, gender, conflict and development.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 9 hours of lectures and 9 hours of classes in the LT. 1 hour of lectures in the ST.
Formative coursework: Students will produce two essays during the MT and the LT.
Indicative reading: S. Chant and C. McIlwaine, Geographies of Development in the 21st Century: An Introduction to the Global South, 2009; S. Chari and S. Corbridge (eds), The Development Reader, 2008;G. Williams, P. Meth and K. Willis, Geographies of Developing Areas: the Global South in a Changing World, 2009; V Desai & R Potter (Eds), The Companion to Development Studies, 2nd ed, 2008; T Forsyth (Ed), The Routledge Encyclopaedia of Development, 2005; D. Simon (Ed.), Fifty Key Thinkers on Development, 2005; K Willis (2011) Theories and practices in development, 2nd ed; UNDP, Human Development Report, published annually; World Bank, World Development Report, published annually.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.

GY205
Political Geographies, Policy and Space

This information is for the 2017/18 session.

Teacher responsible: Dr Murray Low STC.S512
Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: An introduction to the relevance of a geographical perspective for explanation of contemporary political processes, and of a political perspective for explanation of contemporary geographies, at scales from the local to the global. Topics covered include: states; geopolitics; empires and national states; citizenship rights, migration and national 'closure'; nationalism, territory and identity; geographies of elections and representation; democratization; globalisation, neo-liberalism and governance.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 5 hours of classes in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to submit one formative essay per term of up to 1,500 words.
Indicative reading: Detailed reading lists will include journal articles, but indicative texts include: J Agnew, Making Political Geography, 2002; C Barnett and M Low (eds.) Spaces of Democracy 2004; J Agnew & S Corbridge, Mastering Space, 1995; K Cox, M Low and J Robinson (eds) The Sage Handbook of Political Geography, 2008.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.

GY220
Environment: Science and Society

This information is for the 2017/18 session.

Teacher responsible: Dr Michael Mason STC.510 and Prof David Jones STC.417
Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BSc in Geography with Economics and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course examines debates concerning the nature, cause, and effects of, and alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies. It highlights the role of science in environmental understanding and governance.
The course consists of three sections, although the specific content, order and relative proportion of teaching may change with staff availability. Part A: Introduction and Themes: this introduces students to social scientific perspectives on scientific knowledge and environmentalism. Part B: Environmental Risk and Science: this section examines the physical science basis of current regional and global environmental risks, including geohazards and global atmospheric pollution. Part C: Science and Environmental Governance: this final section of the course examines how environmental science is incorporated in global environmental governance. The course concludes with an examination of the notion of sustainability science.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 18 hours of lectures and 9 hours of classes in the LT.
This course has a reading week in Week 6 of both MT and LT.
Formative coursework: Students will be expected to produce 3 essays in the MT and LT.
Indicative reading: No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes; T. Forsyth, Critical Political Ecology; The Politics of Environmental Science, 2003; A. Goudie (Ed), The Human Impact Reader, 6th edition, 2006; M. K. Hill, Understanding Environmental Pollution, 1997; J. Houghton, Global Warming: The Complete Briefing, 5th edition, 2015; M. Hulme, Why We Disagree About Climate Change, 2009; A.M. Mannion, Dynamic World: Land Cover and Land-Use Change, 2002; G. T. Miller (Ed), Living in the Environment, 2000; K. Smith, Environmental Hazards, 2001; United Nations Environment Programme, UNEP Yearbook 2015, 2015; M. Whitehead, Environmental Transformations, 2014.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.

GY222
Applied Environmental Economics

This information is for the 2017/18 session.

Teacher responsible: Prof Susana Mourato STC.503 and Dr Sefi Roth STC.421A
Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Course content: This course is an introduction to economic principles in the analysis of environmental change and natural resource use, and in designing appropriate policy responses. The first part of the course largely covers the concepts and tools of environmental economics, while the second part applies these concepts and tools to specific challenges for real world policy-making. Topics to be covered include: the evaluation of regulatory and market based instruments in controlling pollution; moral suasion and voluntary regulation; economics of natural resource use; economic growth, the environment and sustainable development; cost-benefit analysis and environmental valuation; economics of biodiversity and ecosystem services conservation; climate change economics; health and the environment; behavioural and happiness economics and the environment.
Teaching: 15 hours of lectures and 9 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT.
Formative coursework: Students will be expected to produce non-assessed coursework throughout the year that will include at least one essay and a series of quizzes, and may be asked to give class presentations.
Indicative reading: Detailed reading lists will be provided to support each course component. For an overview and introduction to the main issues covered by the course students may wish to consult the following: N Hanley and EB Barbier, Pricing Nature: Cost-Benefit Analysis and Environmental Policy, 2009; J Kahn, The Economic Approach to Environmental and Natural Resources, 3rd ed. 2005; B Field and M Field, Environmental Economics, 6th ed. 2012; DW Pearce, G Atkinson and S Mourato, Cost-Benefit Analysis and the Environment: Recent Developments, 2006; E Neumayer, Weak Versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms, 4th Edition, 2013.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2000 words).

GY240
Research Techniques (Spatial, Social and Environmental)

This information is for the 2017/18 session.

Teacher responsible: Dr Murray Low
Additional teacher(s): Dr Felipe Carozzi, Dr Ryan Centner
Availability: This course is available on the BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.
Course content: This course is similar to GY2A0 and shares most teaching arrangements with that course. It does not include the week long field-course associated with GY2A0.
This course aims to prepare second year students, who already have some grounding in social science methodology, to undertake individual research projects. It examines the methodologies used in Geographical research and evaluates their application to different kinds of research problems. It considers the choice of methodology which may be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.
The course covers a variety of different approaches to social science methodology including: (i) analysis of quantitative data using linear regression including hypothesis testing, (ii) analysis of quantitative spatial data using geographic information systems (GIS) software, (iii) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and research ethics, including research ethics when conducting fieldwork (vi) techniques for the economic analysis of environmental issues; and (v) techniques for designing, carrying out and presenting an Independent Research Project
Teaching: 15 hours of lectures, 9 hours of workshops and 2 hours of workshops in the MT. 10 hours of lectures and 9 hours of classes in the LT.
GY240 shares most teaching arrangements with GY2A0. There are reading weeks in Week 6 of the MT and LT.
Formative coursework: In the MT classes, and during the field-course, students work on elements of the summative assessment for the course with opportunities for support and feedback from staff as they do so. In addition, there is one piece of formative assessment (no more than 1000 words) in each term.
Indicative reading: Assigned readings may include: A H Studemund (2001 or later edition) Using Econometrics: A Practical Guide; J Bell, Doing your Research Project - Guide for first time researchers in education and social science (2nd edition), 1993; J Burt & G Barber, Elementary Statistics for Geographers, 1996; I Heywood, S Cornelius & S Carver, An Introduction to GIS, 1998; P Kennedy, A Guide to Econometrics, 1985; A MacEachren, Some truth with maps: a primer on symbolization and design, 1994; K G Esterberg, Qualitative methods in social research, 2002; I Hay (Ed), Qualitative Research Methods in Human Geography, 2010; Cloke, Paul, Ian Cook, Philip Crang, Mark Goodwin, Joe Painter, and Chris Philo, eds. 2004. Practising Human Geography. London: Sage; Flowerdew, Robin, and David Martin, eds. 2005. Methods in Human Geography: a guide for students doing a research project. Second edition. London: Routledge.
Students unfamiliar with basic inferential statistics and/or those who anticipate difficulty with the linear regression analysis component of the course in Michaelmas Term weeks 1-5 should prepare in advance by studying Chapter 16: Statistical Principles in Studemund, A H (2000) 'Using Econometrics: A Practical Guide.' Fourth edition (or later). Boston: Addison Wesley. or a similar text.
Assessment: Project (50%) and other (15%) in the LT.
Project (35%) in the ST.
(i) Quantitative methods/Geographical Information Systems project (50%)
(ii) Project in environmental and economic analysis (35%)
(iii) Proposal for 3rd Year Independent Research Project (15%)

GY244
London's Geographies

This information is for the 2017/18 session.

Teacher responsible: Dr Alan Mace STC315a
Availability: This course is available on the BA in Geography and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course introduces you to cultural geography, with application to conditions of life, livelihood and urban experience in 19th, 20th and 21st century London. What is it that makes London such a specific kind of urban scene, and how have people sought to represent its specificity: this is the key question of the course. Rather than a comprehensive account of London's past and present, this course uses the synthetic (social, economic, political and cultural) tools of human geography to understand how and why London is a specific kind of city. London provides an opportunity for thinking about the interplay of culture, society, and space through time. We consider a series of questions about the spatial and social divides of the city and about urban and social transformation. Topics include, but are not limited to; landscape, spectacle, crime & terror, sexuality, migration & racism and labour politics. An important 'lab' component involves leaving the classroom to enter the LSE Archives and to walk the streets to interpret London's cultural geographies. You will be encouraged to access a wide range of sources to build up your interpretation of London, including; novels, film, photographs, music and blogs. You are encouraged to go on walks, to explore aspects of the city you do not already know, and to dig through archival material to find connections between past and present London.
Teaching: 15 hours of lectures and 9 hours of classes in the MT. 12 hours of lectures, 6 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students are expected to write two formative essays and to participate actively in classes led by the Class Teacher.
Indicative reading: Mitchell D. 2002. Cultural Geography; a Critical Reader. Oakes T et al. 2008. The Cultural Geography Reader. Kureishi H. 1990. The Buddha of Suburbia. Nead L. 2000. Victorian Babylon: People, Streets and Images in Nineteenth Century London. Stedman Jones G.. 1984. Outcast London.
Assessment: Essay (40%, 3000 words) in the MT.
Presentation (10%) and essay (50%, 3750 words) in the LT.

GY2A0
Research Techniques (Spatial, Social and Environmental)

This information is for the 2017/18 session.

Teacher responsible: Dr Murray Low
Additional teacher(s): Dr Felipe Carozzi, Dr Ryan Centner
Availability: This course is compulsory on the BA in Geography. This course is not available as an outside option nor to General Course students.
Course content: This course is similar to GY240 and shares most teaching arrangements with that course.
This course aims to prepare second year students, who already have some grounding in social science methodology, to undertake individual research projects. It examines the methodologies used in Geographical research and evaluates their application to different kinds of research problems. It considers the choice of methodology which may be used in the student's own Independent Research Project (IRP) and how to plan research.

It enables students to acquire familiarity with, and practice of, contemporary research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.
The course covers a variety of different approaches to social science methodology including: (i) analysis of quantitative data using linear regression including hypothesis testing, (ii) analysis of quantitative spatial data using geographic information systems (GIS) software, (iii) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and research ethics, including research ethics when conducting fieldwork (vi) application of qualitative research techniques in the field; and (v) techniques for designing, carrying out and presenting an Independent Research Project.
Teaching: 15 hours of lectures, 9 hours of workshops and 2 hours of workshops in the MT. 9 hours of lectures and 9 hours of classes in the LT.
There is a week-long fieldcourse associated with this course, normally overseas, and normally in the final week of the Lent Term. Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.
There will be reading weeks in week 6 of the MT and LT
Formative coursework: In the MT classes and during the field course, students work on elements of the summative assessment for the course with opportunities for support and feedback from staff as they do so. In addition, there is one piece of formative assessment (no more than 1000 words) each term.
Indicative reading: Reading lists will be available for each part of the course. Basic texts include: J Bell, Doing your Research Project - Guide for first time researchers in education and social science (2nd edn), 1993; J Burt & G Barber, Elementary Statistics for Geographers, 1996; I Heywood, S Cornelius & S Carver, An Introduction to GIS, 1998; P Kennedy, A Guide to Econometrics, 1985; A MacEachren,Some truth with maps: a primer on symbolization and design, 1994; I Hay (Ed), Qualitative Research Methods in Human geography, 2010; Cloke, Paul, Ian Cook, Philip Crang, Mark Goodwin, Joe Painter, and Chris Philo, eds. 2004. Practising Human Geography. London: Sage; Esterberg, Kristin G. 2002. Qualitative Methods in Social Research. McGraw-Hill; Flowerdew, Robin, and David Martin, eds. 2005. Methods in Human Geography: a guide for students doing a research project. Second edition. London: Routledge.
Students unfamiliar with basic inferential statistics and/or those who anticipate difficulty with the linear regression analysis component of the course in Michaelmas Term weeks 1-5 should prepare in advance by studying Chapter 16: Statistical Principles in Studenmund, A H (2000) 'Using Econometrics: A Practical Guide.' Fourth edition (or later). Boston: Addison Wesley or a similar text.
Assessment: Project (50%) and coursework (15%) in the LT.
Research project (35%) in the ST.
(i) Quantitative methods/Geographical Information Systems project (50%)
(ii) Fieldwork component (35%)
(iii) Proposal for 3rd Year Independent Research Project (15%)

GY300
Theories of Regional Development and Change

This information is for the 2017/18 session.

Teacher responsible: Prof Michael Storper
Dr Olmo Silva
Availability: This course is available on the BA in Geography, BSc in Economics, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Course content: Analysis of theories and methods needed to understand territorial patterns of economic development in Europe, the US and other developed economies. Students will be given the basic toolkit needed to think about such issues as: why industries locate where they do; why there are tendencies toward geographical concentration and dispersion of economic activity; the reasons why economic activity concentrates in cities and metropolitan areas; why it leaves those areas; how existing trends toward globalization are affecting these processes. In addition, the course typically covers a range of policy-relevant topics relating to the economic performance of regions and countries around the world, including: human capital and education, innovation, international trade and quality of institutions.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce class essays during the year and will also be expected to give class presentations.
Indicative reading: H Armstrong ; P Taylor, Regional Economics and Policy, 2000; P Dicken, Reshaping the Global Economic Map in the 21st Century, 2003; G Clark, M Gertler, M P Feldman, eds The Oxford Handbook of Economic Geography, 2000.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the ST.

GY301
The Political Geography of Development and the South

This information is for the 2017/18 session.

Teacher responsible: Dr Claire Mercer STC418 (Lecturer)
Dr Megan Ryburn STC 306 (Lecturer and class teacher)
Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in Geography with Economics and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: A critical analysis of the politics of contemporary development processes in the South and the global interests which influence them. The course considers development as both practical pursuit and as a series of discourses and representations. Four key themes are covered:
• Key concepts and historical overview – Geopolitics, Postcolonialism, Development and the Cold War
• Neoliberalism
• Microfinance
• 21st
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Formative coursework: Students are expected to complete two class essays and one essay plan for their summative essay during the year.
Indicative reading: No one book covers the syllabus. A detailed reading list is provided for each topic covered.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY302
Urban Development: Politics, Policy and Planning

This information is for the 2017/18 session.

Teacher responsible: Dr Hyun Shin STC. S601f and Dr Murray Low STC. S512
Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course covers theories and processes of urban politics and governance; urban problems and policy responses in developed and developing countries, within an institutional and political framework: Areas of study include:
1. Urban government in the UK and USA. Theories of urban politics. Politics of urban fiscal problems and local economic development policy. Management of urban social issues.
2. Urban policy and practice, e.g. speculative urbanisation, urban redevelopment, mega-event politics, gentrification, the right to the city. Case studies largely drawn from cities in mainland China and newly industrialised economies in East Asia
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures, 10 hours of classes and 2 hours of workshops in the LT.
Formative coursework: Students should produce two essays during the year.
Indicative reading: D Judge et al, Theories of Urban Politics, 1995; J S Davies and D L Imbroscio, Theories of Urban Politics (second edition), 2009; S Fainstein, The City Builders, 2001; S Body-Gendrot, The Social Control of Cities?, 1999; N Devas & C Rakodi (Eds), Managing Fast Growing Cities, 1993; R P Appelbaum and J W Henderson, States and development in the Asia Pacific rim, 1992; F Wu, Planning for Growth: Urban and Regional Planning in China, 2015; Park et al, Locating neoliberalism in East Asia, 2012; L Lees, HB Shin & E López-Morales (Eds), Global gentrifications: Uneven development and displacement, 2015; L Lees, HB Shin & E Lopez-Morales, Planetary Gentrification, 2016;
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY303
The Geography of Gender: Global Perspectives

This information is for the 2017/18 session.

Teacher responsible: Prof Sylvia Chant STC417a and Dr Martina Klett-Davies
Ms Jordana Ramalho
Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: It would be an advantage if students have some grounding in gender and/or development issues from a second year course such as GY200 Economy, Society and Space, or GY202 Introduction to Development in the South.
Course content: An analysis of the geography of gender at a global scale covering high income countries, emerging economies and developing nations. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.
MT: Gender in high income and emerging economies: Gender inequality in a global context; Production and reproduction; Gender and identity; Theorising the changing organisation of work, gender divisions between paid and unpaid work; Global cities: polarisation and feminisation of work; Migrant workers and the global care chain. Changing gender divisions in high income and emerging economies – in the UK, USA, Germany, China and in the Scandinavian and Eastern European countries; Policies for gender equality.
LT: Gender in the Global South- 'Engendering' the development agenda; Conceptualising and measuring gender inequality; the UNDP gender indices and beyond; Fertility, reproduction and health; Households and families; Employment and the 'informalisation' and 'feminisation' of labour; Gender dimensions of national and international migration; Gender and development policy; Girls and GAD; Men and masculinities.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce one essay per term, and will also be expected to give class papers.
Indicative reading: No one book covers the entire syllabus, but the following are useful basic reading: MT: Evans, M. (2017) The Persistence of Gender Inequality; Jain, D. and Elson, D (Eds) (2011) Harvesting Feminist Knowledge for Public Policy; Karamessini, M, and Rubery, J. (2014) Women and Austerity: The Economic Crisis and the Future for Gender Equality; Lutz, H. (2011) The New Maids, London: Zed; McDowell, L. (2013) Working Lives: Gender, Migration and Employment in Britain, 1945–2007 Chichester: Wiley-Blackwell; McDowell, L. (2009) Working Bodies: Interactive Service Employment and Workplace Identities; Perry, G. (2017) The Descent of Man, London: Penguin; Sassen, S. (2007) Sociology of Globalization, London: W.W. Norton; Taylor, Y. (2016) Fitting Into Place? Class and Gender Geographies and Temporalities. LT: Benedek, W., Kisaakye, E. & Oberleitner, G. (2002) (Eds), Human Rights of Women: International Instruments and African Experiences, London: Zed; Benería, L., Berik,G. & Floro,M. Gender, Development and Globalisation, 2nd ed., 2015; Chant, S. (Ed.) (2010) The International Handbook of Gender and Poverty: Concepts, Research, Policy, Cheltenham: Elgar; Cornwall, A., Harrison, E. & Whitehead, A. (Eds) (2007), Feminisms in Development, London: Zed; Jackson, C. and Pearson, R. (Eds) (1998), Feminist Visions of Development, London: Routledge; UN Women, Progress of the World's Women 2015-16: Transforming Economies, Realising Rights,2015
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY305
Urban and Spatial Economic Analysis II

This information is for the 2017/18 session.

Teacher responsible: Dr Olmo Silva STC.S506a
Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students should have normally taken one or more from: EC100, GY201, GY222.
Course content: The aim of the course is to develop theoretical and empirical understanding of spatial economic processes in order to study and evaluate a wide range of issues and policies. Particular emphasis will be put on urban and regional economies and business and worker location decisions. More specifically, the first part of the course will study models of the location of economic and innovation activity with a particular emphasis on regional economies. The second part of the course continues to study location, but focuses more on household location decisions, personal mobility and their implications for spatial labour markets, housing markets and residential neighbourhoods.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce a

minimum of two essays during the year.
Indicative reading: A detailed reading list will be given out at the beginning of the course. Reading will predominantly include journal articles and policy documents.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY306
Geographies of Race

This information is for the 2017/18 session.

Teacher responsible: Dr Austin Zeiderman
Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None
Course content: This course will critically analyze the intimate relationship between race and space in the modern world. Through a range of historical and contemporary examples, it will examine how interconnected forms of racial and spatial difference are produced, reproduced, and transformed. Focusing on the material and cultural formation of racialized geographies, students will learn to recognize how racially inflected discourses and practices shape the production of space and how geographical location matters to racial classification, identification, and discrimination. The course will be organized around a series of archetypal spaces: for example, the body, the nation, the colony, the city, the home, the prison, the plantation, the border, the school, and the street. In each case, students will examine the confluence of race and space within broader themes, such as colonialism, capitalism, urbanization, globalization, environmentalism, migration, and incarceration. Since race often intersects with other forms of difference, students will also learn to interrogate the influence of gender, class, religion, and sexuality on the production of space. Texts from human geography, critical race theory, colonial and postcolonial studies, history, sociology, and anthropology in addition to other media, such as film, literature, journalism, and photography, will provide students with conceptual resources and methodological tools. Ultimately, the objective is to advance a comparative, critical analysis of the relationship between race and space, past and present, and to explore the conditions of future possibility for the linked political projects of anti-racism and spatial justice.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: A detailed reading list will be provided at the beginning of the course, but will include works such as: Stuart Hall, “Race, Articulation and Societies Structured in Dominance” (1980); Michael Omi and Howard Winant, “Racial Formation” (1986); Kimberlé Crenshaw, “Mapping the margins: Intersectionality, identity politics, and violence against women of color” (1991); Claire Alexander and Caroline Knowles, *Making Race Matter: Bodies, Space and Identity* (2005); Claire Dwyer and Caroline Bressey, *New Geographies of Race and Racism* (2008); Hannah Arendt, *The Origins of Totalitarianism* (1951); Paul Gilroy, *There Ain’t No Black in the Union Jack: The Cultural Politics of Race and Nation* (1987); Edward Said, *Orientalism* (1978); Frantz Fanon, *The Wretched of the Earth* (1961); David R. Roediger, *The Wages of Whiteness: Race and the Making of the American Working Class* (2007); Laura Pulido, “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California” (2000); John Hartigan, *Racial Situations: Class Predicaments of Whiteness in De*troit (1999); bell hooks, “Homeplace: A Site of Resistance” (1991); C. L. R. James, *The Black Jacobins: Toussaint L’Ouverture and the San Domingo Revolution* (1938); Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010); Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (2007); Paul Gilroy, *Black Atlantic: Modernity and Double Consciousness* (1993).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY324
Environmental Governance

This information is for the 2017/18 session.

Teacher responsible: Dr Michael Mason STC.510 and Dr Richard Perkins STC.413
Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course seeks to explore and critically interrogate the evolving patterns and processes of environmental governance. The course begins by examining recent debates on the changing role of state and non-state actors in environmental governance, and outlines different explanations for market actors’ growing engagement with environmental sustainability. The next part focuses on the role of financial and corporate actors in environmental governance, outlining the motives, practices and outcomes of sustainable and responsible investment (SRI) and corporate social responsibility (CSR). Lent Term provision examines the issues, actors and processes that shape environmental governance at the transnational and global scales. Introductory lectures on the global environmental policy process introduce different scholarly perspectives informing current research (e.g. regime analysis, critical political economy and constructivism): these perspectives are referred to as subsequent lectures address particular actor groups and issues (e.g. sustainable energy transitions, climate security). Students are encouraged to think critically about the ways in which the regulation of global environmental risk is framed and politically contested.
Teaching: 15 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 9 hours of classes in the LT.
Formative coursework: Students will be expected to produce a minimum of three 1,500 word formative essays/projects during the year.
Indicative reading: Adger, W.N. and A. Jordan (eds) (2009) Governing sustainability. Cambridge: Cambridge University Press. Biermann, F. (2014) Earth system governance: World politics in the Anthropocene, Cambridge, MA: MIT Press. Blowfield, M. and A. Murray (2014) Corporate responsibility: A critical introduction, 3rd edition. Oxford: Oxford University Press. Carter, N. (2007) The politics of the environment: Ideas, activism and policy. Cambridge: Cambridge University Press. Evans, J.P. (2012) Environmental governance. London: Routledge. Gupta, A. and M, Mason (eds) (2014) Transparency in global environmental governance. Cambridge, MA: MIT Press. O'Neill, K. (2009) The environment and international relations. Cambridge: Cambridge University Press.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY325
Environment and Development

This information is for the 2017/18 session.

Teacher responsible: Dr Charles Palmer STC. S303

Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: *Applied Environmental Economics* (GY222) and/or *Intermediate Microeconomics* (EC201)
Course content: This course explores the complex relationships between development, poverty and the environment. It covers a range of important natural resource and environmental issues in developing countries, and provides students with the necessary tools to critically evaluate how these issues have been addressed by different stakeholders and at different levels of governance. Using concepts and analytical tools grounded in political ecology and economics, the course will examine a range of topics, including: the politics of sustainable development; property rights and governance; the food-energy-water nexus; the resource curse; critical resource issues (including forestry, fresh water, and fisheries); biofuels; and urbanisation.
By the end of the course, students should be able to:
• Assess key debates related to sustainable development
• Critically evaluate relationships between development, poverty, natural resource use and the environment
• Understand the natural resource linkages between developing and developed countries
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 9 hours of classes in the LT.
Formative coursework: Students will be expected to produce one 1,000 word formative essay in the MT and one 750 word essay plan in the LT.
Indicative reading: Barbier, E (2005) Natural Resources and Economic Development, Cambridge University Press; Lopez, R., and M. Toman (2006) Economic Development and Environmental Sustainability. Columbia University Press; Fairhead, J and M. Leach (1996) Misreading the African Landscape: Society and Ecology in a Forest-Savanna Mosaic, Cambridge University Press; Fischer-Kowalski, M. and H. Haberl (2007) Socioecological Transitions and Global Change: Trajectories of Social Metabolism and Land Use, Edward Elgar; Meiksins Wood, E. (2002), The Origin of Capitalism: A Longer View, Ellen Meiksins Wood, Verso Press; Polanyi, K (1944), The Great Transformation: The Political and Economic Origins of our Time, Beacon Press; Scott, J (1991) Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed, Yale University Press; Ray, D. (1999), Development Economics, Princeton: Princeton University Press.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 4000 words) in the LT.

GY350
Independent Research Project

This information is for the 2017/18 session.

Teacher responsible: Dr Claire Mercer STC.418
Other teachers responsible: Student's Academic Adviser in the Department of Geography and Environment
Availability: This course is compulsory on the BA in Geography. This course is available on the BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.
For students required to, or choosing to, submit an independent research project ('IRP') as part of a Bachelor's degree within the programmes' listed above.
Pre-requisites: GY2A0 or GY240 Geographical Research Techniques (Spatial, Social and Environmental) are a pre-requisite.
Course content: Students plan their own independent research project from start to finish on a geography topic of their choice. Carrying out the project generally includes reviewing the literature in their chosen topic area, formulating a viable and geography-relevant research question, analysing primary or secondary evidence or other material appropriate to the investigation (often a case study, data set, archival source, fieldwork observation, survey results or interviews, but also other material), and drafting the findings from their investigation into a final, polished submission. Students are expected to deal with the many procedural and analytical decisions that arise in independent research themselves, with guidance from Academic Advisers and others.
Teaching: 6 hours of lectures in the MT. 2 hours of classes in the LT. In the course of conducting their independent research students can draw on various forms of teaching support. A workshop on conducting the IRP will be held early in MT. Students regularly report on their research progress to their Academic Advisers during regular meetings in MT and LT. Students are also assigned a PhD student in the Department who is familiar with their general research topic. Students have the option to arrange further supervision with their PhD Adviser on an individual basis. Students will also present their research in progress to their peers and their Academic Advisor early in Lent Term.
Formative coursework: Students are required to produce an extended proposal which they must submit during the MT. They will be expected to report regularly to their Academic Adviser on the progress they are making on their independent research project, at least during regular termly Advisee meetings, if not more frequently. Students may also choose to arrange additional oversight and update arrangements with either their Academic Adviser or PhD Adviser.
Students are also expected to deliver a presentation of their dissertation project in a workshop during the LT.
Assessment: Research project (100%) in the LT.
IRPs should not exceed 10,000 words, exclusive of appendices and other supportive material. Appendices may be used for supporting documentation and evidence, but not for discussion and analysis. One bound copy of the IRP must be submitted to the Undergraduate Office in S406 by the published deadline, and by the same deadline an electronic copy must be submitted on Moodle.

HY113
From Empire to Independence: The Extra-European World in the Twentieth Century

This information is for the 2017/18 session.

Teacher responsible: Dr Antony Best SAR 3.14
Availability: This course is available on the BA in History, BSc in Economic History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the collapse of the Western colonial empires, the development of relations between the West and the new states within Asia and Africa, revolutionary developments in Latin America, and the rise of non-Western models of political development. The course includes the state of the European empires in the first half of the century; the Japanese challenge to the West; the Chinese revolution; Indian independence; the decolonization process in Asia and Africa; the Japanese developmental state; the rise of the non-aligned movement; the Cuban revolution; the development of the Arab and non-Arab Middle East; American and Soviet relations with the Third World; post-independence South Asia; the modernization and underdevelopment debates; post-independence Africa; China under Mao and Deng; the rise of Islamic fundamentalism.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6 of MT and LT.

Formative coursework: Students will be asked to write at least three essays and to present a number of brief class reports
Indicative reading: W G Beasley, The Rise of Modern Japan (1990); A Best, J Hanhimaki, J Maiolo and K Schulze, International History of the Twentieth Century (2001); J Darwin, Britain and Decolonization (1988); J P Dunbabin, International Relations since 1945, Vol 1, The Cold War, the Great Powers and their Allies (1994) Vol 2, The Post-Imperial Age, The Great Powers and the Wider World (1994); D Fieldhouse, Black Africa, 1945-1980 (1986); Goldschmidt, A Concise History of the Middle East; R Holland, European Decolonization, 1918-81 (1985); W Keylor, The Twentieth Century World (1984); S Sarkar, Modern India, 1885-1947 (1983); J Spence, The Search for Modern China (1990); M Yapp, The Near East since the First World War (1991); Skidmore and Smith, Modern Latin America (2005).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY116
International History since 1890

This information is for the 2017/18 session.

Teacher responsible: Prof David Stevenson 3.11 (SAR)
Availability: This course is compulsory on the BSc in International Relations and BSc in International Relations and History. This course is available on the BA in History, BSc in Economic History, BSc in Government and History, BSc in Politics and International Relations and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course aims to equip students with a comprehensive knowledge of international politics since 1890, to provide a factual grounding and interpretive apparatus necessary to understand the contemporary world, and to survey the main historiographical debates. Lectures and classes examine the origins, course, and aftermath of the First World War; the Great Depression, appeasement , and the origins of the Second World War in East Asia and Europe; the course and aftermath of the Second World War and the global origins of the Cold War: and aspects of the Cold War world, including decolonization, European integration, the Arab-Israeli conflict, the 'American war' in Vietnam, and peaks and troughs of tension between the superpowers from the Cuban Missile Crisis to détente. The course closes with the end of the Cold War and the origins of the post-Cold War era.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be a reading week in the Michaelmas and the Lent terms.
Formative coursework: Students will be required to write three 2,000-word essays during the course of the year, two in MT and one in LT, from topics chosen from a past examination paper or designated in the course reading list, and in addition to complete a one-hour mock examination in LT. Essays and mock examination do not form part of the final course assessment. However, they are required components of the course, and students must complete them in order to be admitted to the course examination.
Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be found in the HY116 Moodle site. The following works offer useful background: students should consider reading one of them in advance: A. Best, J. Hanhimäki, J. Maiolo, K. E. Schulze, International History of the Twentieth Century and Beyond (2015); W R Keylor, The Twentieth Century World and Beyond: an International History since 1900 (2011).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY118
Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Keenan SAR.2.13
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides an introduction to the international history of the early modern period by examining the complex political, religious, military and economic relationships between Europe and the wider world. The period between 1500 and 1800 enables the course to introduce students to a crucial period in international history. In political terms, it covers the rise of major dynastic states, with increasingly centralised institutions and concepts such as absolutism to promote the authority of the monarch, as well as the challenges to that authority and growing interest in political and social reform, culminating in the revolutions examined at the end of the course. Internationally, the period witnessed the gradual consolidation of leading European powers, as reflected in the Treaty of Westphalia (1648), with formerly peripheral states emerging to challenge their position by the early eighteenth century. At the same time, the rise of major Islamic empires in Eurasia and the growing contact between Europe and the wider world provide students with important points of comparison between European and non-European states. The intellectual, religious and cultural developments of this period provide an important context for these major political events. The course will discuss the influence of key movements, such as the Renaissance, the Scientific Revolution and the Enlightenment, which re-ignited an interest in the Classical past and fostered a culture of rational enquiry into the natural world. Yet religion remained a vital component in the world-view of contemporaries, whether Christian, Muslim, or Jewish. This world-view was subject to challenges throughout the period, as during the Reformation, and often sought to impose its own orthodoxy, whether through religiously-motivated conflicts or the persecution / conversion of certain groups. The course seeks to familiarise students with some of the most important issues and current debates on these aspects of this period. While its scope is necessarily broad in nature, the course will help students to deal with the dynamics of continuity and change over a long period of time.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures, 10 hours of classes and 1 hour of workshops in the LT. 1 hour of lectures in the ST.
There will be a reading week in the Michaelmas & Lent terms and a revision lecture in the Summer Term.
Formative coursework: Students will be expected to produce 2 essays in the MT and 1 essay in the ST.
The third formative essay is a mock exam answer, which will be written by students as part of their revision during the Easter break, then graded by teachers and given written feedback in the first week of Summer Term.
Indicative reading: Beat Kümin (ed.), The Early Modern World, 2nd Edition (2014) D208 E81. Charles Parker, Global Interactions in the Early Modern Age, 1400–1800 (2010) HN13 P23. Euan Cameron (ed.), Early Modern Europe: An Oxford History (2001) D228 E11. Chris Cook and Philip Broadhead, The Routledge Companion to Early Modern Europe, 1453-1763 (2006) D208 C77. Paul Kennedy, The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000 (1989) D217 K31. Richard Bonney, The European Dynastic States, 1494-1660 (1991) D228 B71. William Doyle, The Old Order in Europe, 1660-1800 (1992) D273.A3 D75. Marshall Hodgson, Rethinking World History: Essays on Europe, Islam and World History (1993) D21.3 H69. Stephen F. Dale, The Muslim Empires of the Ottomans, Safavids and Mughals (2010) DS292 D13. Jack Goldstone (ed.), Revolution and Rebellion in the Early Modern World (1991) D210 G62. K. N. Chaduri, Asia

before Europe: Economy and Civilisation of the Indian Ocean from the Rise of Islam to 1750 (1990) DS339 C49
Assessment: Exam (50%, duration: 2 hours) in the main exam period. Project (50%, 10000 words) in the LT.
Please note that this course has an assessed group project, which forms 50% of the final course grade. This project consists of a final piece of work, of no more than 10,000 words, which is written by all members of the group and submitted at the end of LT. The grade for this project is then shared by the group's members.

HY119
Thinking Like A Historian

This information is for the 2017/18 session.

Teacher responsible: Dr Taylor Sherman SAR M.10
A permanent member of International History staff supervises this course. LSE Teaching Fellows lead the group-work sessions.
Availability: This course is compulsory on the BA in History and BSc in International Relations and History. This course is not available as an outside option. This course is available with permission to General Course students.
This course is optional for General Course students whose home department is International History. This course is optional for first year BSc Government and History students. Students for whom the course is optional must commit to the course when they choose it.
Course content: This course offers hands-on tutorials in the skills required to get the most out of classes and write essays for History courses. Students are taken through each of the skills required: reading well and taking good notes; asking good questions of sources, classmates and teachers; turning notes into essays; developing persuasive arguments in essays and presentations; identifying and using historiography; writing well; revision and improvement.
Teaching: 7 hours and 30 minutes of workshops in the MT.
1.5 hour workshop each week in weeks 3, 4, 5, 7 and 8 of Michaelmas Term only.
Formative coursework: There is no formative coursework for this course.
Indicative reading: Ludmila Jordanova, *History in Practice* (2nd edn., 2016). Mary Abbott, *History Skills* (2nd edn, 2008). Black and MacRaild, *Studying History* (3rd edn. 2007).
Assessment:
There is no summative assessment for this course.

HY200
The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International

This information is for the 2017/18 session.

Teacher responsible: Dr Timothy Hochstrasser Sardinia House 2.14
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Human Rights are often assumed to have a precise twentieth-century origin in the 1948 Universal Declaration or in the succeeding decades of increasing activism. However, the history of human rights discourse and its practical impact emerged as only the latest stage of a sequence of intellectual debates and real-life struggles in specific historical settings over political, religious, economic rights, broadly defined. Different cultural milieus have produced a variety of contexts for working out tensions between claims by individuals or minorities for autonomy on the one hand and the rival demands of collective obligation and identity on the other.
This course will seek to explore an (inevitably selective) range of these historical contexts in order to demonstrate the continuity of perennial themes of conflict between the claims of individual actors and corporate institutions, whether states, churches, empires or other institutions, while also showing how and when key changes take place in the recognition of rights of political action, conscience, property ownership, gender identity and workers' rights etc. The growth of toleration and free speech, the abolition of slavery and torture, and the role of Declarations of Rights will all be examined, but less familiar subjects will also find their place. The contribution of the conceptual legacy and historical inspiration of Greece and Rome will be recognised as will the crucial role of the political thought of the High Middle Ages, and at the other end of the course specific connection will be made to the recent development of human rights organisations.
In each session a contrasted selection of contemporary writings will be studied to recover the intellectual framework of the discussion and the role of the dispositive political, social, and economic circumstances of the debate will also be considered.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
There will be a reading week in week 6 of the MT and the LT.
Students will be expected to read essential primary and secondary material for each weekly meeting, to participate fully in class discussions and offer presentations. Both participation and presentations will form part of summative assessment.
Formative coursework: There will be one essay of 3,000 words to be submitted in the Michaelmas Term.
Indicative reading: Michael Barnett, Empire of Humanity: A History of Humanitarianism (Ithaca, 2011). Akira Iriye, Petra Goedde and William Hitchcock (eds.), The Human Rights Revolution: An International History (Oxford, 2012). R. Ishay, The History of Human Rights, (Berkeley, 2004). Jenny S Martinez, The Slave Trade and the Origins of International Human Rights Law (New York, 2012). Samuel Moyn, The Last Utopia, (Harvard, 2010). Jack N Rakove, Declaring Rights: a brief history with documents (Boston, 1998). Gary J Bass, Freedom's Battle: the Origins of Humanitarian Intervention (New York, 2008).Richard A Bauman, Human Rights in Ancient Rome (New York, 2000).Robin Blackburn, American Crucible: Slavery, Emancipation, and Human Rights (New York, 2011).Elizabeth Borgwardt, A New Deal for the World: America's Vision for Human Rights (Cambridge Mass, 2006). Christopher Leslie Brown, Moral Capital: the Foundations of British Abolitionism, (Chapel Hill, 2006).Roland Burke, Decolonization and the Evolution of International Human Rights (Philadelphia, 2010). Stefan-Ludwig Hoffmann (ed.) Human Rights in the Twentieth Century (Cambridge 2011).Lynn Hunt, Inventing Human Rights. A History. (New York/London, 2007).John Hutchinson, Champions of Charity: War and the Rise of the Red Cross, (Boulder, 1996).Michael Ignatieff, Human Rights as Politics and Idolatry (Princeton, 2001). Margaret E Keck and Kathryn Sikkink, Activists Beyond Borders: Advocacy networks in International Politics (Ithaca, 1998).Martti Koskenniemi The Gentle Civiliser of Nations: the rise and fall of International Law, 1870-1960, (Cambridge, 2002).Pauline Maier, American Scripture: Making the Declaration of Independence (New York, 1997).Johannes Morsink, The Universal Declaration of Human Rights: origins, drafting, and intent (Philadelphia, 1999). Roger Normand and Sarah Zaidi, Human Rights at the UN: the Political History of Universal Justice (Bloomington, 2007). Larry Siedentop, Inventing the Individual. The Origins of Western Liberalism (London, 2014). AWB Simpson, Human Rights and the End of Empire: Britain and the Genesis of the European Convention (Oxford, 2001). Dale Van Kley (ed.), The French Idea of Freedom: The Old Regime and the Declaration of the Rights of 1789 (Stanford, 1994)
Assessment: Essay (35%, 3500 words) in the LT.
Essay (35%, 3500 words) in the ST.
Class participation (15%) and presentation (15%) in the MT and LT.

HY206
The International History of the Cold War, 1945-1989

This information is for the 2017/18 session.

Teacher responsible: Dr Piers Ludlow SAR 2.16
Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The Cold War dominated the second half of the 20th century, but until recently we had only an imperfect sense of what it was all about. Historians wrote about it, of necessity, from within the event they were seeking to describe, so that there was no way to know its outcome. And because only a few Western countries had begun to open their archives, these accounts could only reflect one side of the story. Cold War history, hence, was not normal history: It was both asymmetrical and incomplete. The end of the Cold War and the subsequent partial opening of Soviet, Eastern European, and Chinese archives have revolutionised the field. Everything we thought we knew is up for reconsideration, whether because of the new documents available to us, or as a consequence of being able to reflect on how it all came out in new ways - given that the historical discipline has evolved methodologically as well.
The course will provide an introduction to key topics in the new, international history of the Cold War. The selected topics vary from the study of specific Cold War crises to the exploration of broader themes such as the roles of ideology and technology.
Course objectives: (i) To equip students with comprehensive knowledge of the international politics of the Cold War; (ii) To offer a firm basis for more advanced historical work in this area; (iii) To provide some of the factual grounding and conceptual apparatus necessary to understand the contemporary world.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Students are expected to keep up with readings for weekly seminars, and to participate in the class discussions.
There will be a reading week in the Michaelmas and the Lent Terms.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Barrass, G, The Great Cold War (2009); Gaddis, J L, The Cold War: A New History; Hanhimäki, J & Westad, O A, The Cold War: A History in Documents and Eyewitness Accounts; Leffler, M P, For the Soul of Mankind (2007); Leffler, M P & Painter, D, Origins of the Cold War (2005); Reynolds, D, One World Divisible: A Global History since 1945 (2001); Sarotte, M, 1989 (2009); Westad, O A, Reviewing the Cold War: Approaches, Interpretations, Theory (2000); Westad, O A, The Global Cold War (2005);
Assessment: Essay (35%, 3500 words) in the LT.
Essay (35%, 3500 words) in the ST.
Presentation (15%) in the MT and LT.
Class participation (15%) in the MT and LT.

HY221
The History of Russia, 1682-1825

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Keenan SAR 2.13
Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
May be taken by 3rd years, General Course students and as an outside option where regulations, timetabling constraints and teaching capacity permit.
Course content: The course provides an introduction to the history of Russia in all its major aspects from the reign of Peter I to the accession of Nicholas I. The following topics are studied: Russia in 1682; the impact of the reign of Peter I on the internal development and international position of Russia; the social and political developments of the period 1725-1762; popular revolt during the eighteenth century; the domestic and foreign policies of Catherine II; the impact of the Enlightenment and the French Revolution on Russia; Russia and the Napoleonic Wars; the failure of constitutional and social reform in the first quarter of the nineteenth century; the policies towards non-Russians within the empire; the Decembrist Revolt of 1825. The course is taught chronologically but several main themes are addressed throughout the period. These themes include: tsarist rule as an instrument of both reform and reaction; the relationship between the ruler and the major social groups; the significance of serfdom for Russia's economic, institutional and legal development; the 'missing' middle class; the nature and impact of Western ideas on Russia; the role of the Orthodox Church within the Russian state; the growth of a disaffected elite in Russia; the relationship between Russia and other European powers; the development of Russia as a 'great power'; the policies towards the non-Russians in the multi-ethnic empire; the growth of a Russian national consciousness.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be a reading week in Michaelmas and Lent terms. There will be a revision lecture in Summer Term.
Formative coursework: Students will be required to write three essays, one of which will be done under examination conditions
Indicative reading: A full reading list will be provided at the start of the course. Useful introductory works include: J Hartley, A Social History of the Russian Empire 1650-1825; S Dixon, The Modernization of Russia: 1682-1825; M Raeff, Understanding Imperial Russia: State and Society in the Old Regime; J Billington, The Icon and the Axe; An Interpretive History of Russian Culture; A Kahan, The Plow, the Hammer and the Knout: An Economic History of 18th Century Russia; P Dukes, The Making of Russian Absolutism, 1613-1801; E Kimerling-Wirtschafter, Russia's Age of Serfdom; D Saunders, Russia in the Age of Reaction and Reform, 1801-1881.
Assessment: Exam (85%, duration: 3 hours) in the main exam period.
Presentation (15%).

HY226
The Great War 1914-1918

This information is for the 2017/18 session.

Teacher responsible:
Professor David Stevenson, Sardinia House 3.11
Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
May be taken by 3rd years where regulations permit.
Course content: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention. The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be a reading week in the Michaelmas and the Lent terms

and a revision lecture in the Summer Term.
Formative coursework: Students will be required to write one essay in the MT and two essays in the LT. They will also be required to do a timed mock exam essay at the end of LT.
Indicative reading: C. Clark, The Sleepwalkers: How Europe Went to War in 1914 (2013); N. Ferguson, The Pity of War (1998); A. Watson, Ring of Steel: Germany and Austria-Hungary in World War I (2014)); A. Millett & W. Murray (Eds), Military Effectiveness, Volume I. The First World War (1988); H. Strachan (ed), The Oxford Illustrated History of the First World War (1998); H. Strachan, The First World War: Vol. I. To Arms (2005); D. Stevenson, 1914-1918: The History of the First World War (2004); A. Kramer, Dynamic of Destruction, Culture and Mass Killing in the First World War (2007); R. Chickering, Imperial Germany and the Great War, 1914-18 (1998); J. Winter (ed), The Cambridge History of the First World War (3 vols, 2014).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY232
War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990

This information is for the 2017/18 session.

Teacher responsible: Dr Andrea Mason
Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
May be taken by 3rd years where regulations permit.
Course content: The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders during a particularly turbulent period in European History. Attention will be paid to two European wars and the Russian Revolution, all of which had a profound impact on these countries' freedom to determine their destiny. The study of the inter-war period will include a debate of the reasons for the collapse of democratic institutions, the emergence of patriotic and anti-Semitic movements, economic failures and responses to German and Italian aggression. The establishment, development and the collapse of Soviet domination of the region after the Second World War will be discussed on the background of ethnic and inter ethnic conflicts. In addition political, economic and cultural theories, which formed the background to the emergence of the independent states of Eastern and South Eastern Europe, will be considered. The course will develop these themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States. Final lectures will concentrate on the transition from Communism to democratic states. The break up of Yugoslavia and the wars in the Balkans will be considered in a separate lecture.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be a reading week in Michaelmas and Lent terms, and revision session in Summer Term.
Formative coursework: One essay in the MT, one essay in the LT and a timed essay as exam preparation.
Indicative reading: R J Crampton, Eastern Europe in the Twentieth Century (1994); S K Pavlowitch, A History of the Balkans 1804-1945 (1999); I Y T Berend, Decades of Crisis. Central and Eastern Europe before World War II (1998); A J Prazmowska, Eastern Europe and the Outbreak of the Second World War (1999); P G Lewis, Central Europe since 1945 (1994); T Rakowska-Harmstone, Communism in Eastern Europe (1979); G Swain & N Swain, Eastern Europe since 1945 (1993); F Fejto, A History of the People's Democracies; Eastern Europe since Stalin (1971); J Rothschild, Return to Diversity. A Political History of East Central Europe since World War II (1990); G Stokes, The Walls Came Tumbling Down. The Collapse of Communism in Eastern Europe (1993).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY235
Modernity and the State in East Asia: China, Japan and Korea since 1840

This information is for the 2017/18 session.

Teacher responsible: Dr Antony Best SAR 3.14
Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
May be taken by 3rd years where regulations permit.
Course content: The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s. The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s.
It begins by looking at the impact of the arrival of Western imperialism in the mid-nineteenth century and the respective approaches taken by Japan, Korea and China in response to this encroachment. For Japan, it covers the rise of the Meiji state, the beginnings of constitutional government and the development of Japanese imperialism. This naturally is linked with the study of Korea's failed efforts to maintain its independence; in regard to China it deals with the attempts by the Qing state to introduce reforms and the final collapse of Imperial China. It then deals with the difficulties provoked by modernization and nationalism in the first-half of the twentieth century, taking in the rise and fall of Taisho democracy and the drift towards fascism in Japan and the Guomindang's revolution and state-building and the birth of the Chinese Communist Party in China. The course then concentrates on the aftermath of the Second World War for East Asia, studying the Chinese Civil War and the emergence of the People's Republic, the course and legacy of the US occupation of Japan and the formation of the two Koreas. The last part of the course covers the development of the People's Republic under Mao and Deng, the rise of Japan as an economic superpower and the emergence of South Korea and Taiwan as economic powers.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6 of the Michaelmas and Lent terms. There will be a revision lecture in the Summer Term.
Formative coursework: Students will be required to submit three 2000 word essays in all and to sit a mock exam.
Indicative reading: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, The Rise of Modern Japan; P Duus (Ed), The Cambridge History of Japan: The Twentieth Century; L Eastman (Ed), The Nationalist Era in China, 1927-1949; J L McLain, Japan: A Modern History; R MacFarquhar (Ed), The Politics of China, 1949-1989; A Buzo, The Making of Modern Korea; J Spence, The Search for Modern China.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY238
The Cold War and European Integration, 1947-1992

This information is for the 2017/18 session.

Teacher responsible: Dr Piers Ludlow SAR 2.16
Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course will investigate the evolution of both the cold war in Europe and the process of European integration, asking what the linkages were between these parallel developments. The Marshall Plan; the birth of NATO; the Schuman Plan; German Rearmament and the EDC; the Western European Union; the US and Euratom; the other Community - the EEC; JFK's Grand Design; De Gaulle's rival vision; the 'double crisis' of 1965-6; Harmel, NATO and the WEU; Ostpolitik and the re-emergence of German foreign policy activism; enlargement, EPC, and Kissinger; Schmidt, Giscard and Carter; Euromissiles and Eurosclerosis; Genscher-Colombo and the revival of political Europe; Europe and the end of the cold war - spectator or actor?; a German Europe or a European Germany?; Paris, Berlin & Maastricht.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be a reading week in the Michaelmas and the Lent terms and a revision session in the Summer Term.
Formative coursework: Students will be required to submit three essays, the last one of which will be formally assessed. There will also be a mock exam in the Summer Term.
Indicative reading: A detailed reading list will be provided at the start of the course. It will include William Hitchcock, France Restored: Diplomacy and the Leadership in Europe; Michael Hogan, The Marshall Plan: America, Britain, and the Reconstruction of Western Europe, 1947-1952; Marc Trachtenberg, A Constructed Peace: The Making of the European Settlement 1945-1963; Geir Lundestad, 'Empire by Integration': the United States and European Integration 1945-1997; Pascaline Winand, Eisenhower, Kennedy and the United States of Europe; Jeffrey Giauque, Grand Designs and Visions of Unity; N.Piers Ludlow, The European Community and the Crises of the 1960s; Timothy Garton Ash, In Europe's Name: Germany and the Divided Continent; Julius Friend, The Long Presidency, France in the Mitterrand Years; Phillip Gordon, A Certain Idea of France: French Security Policy and the Gaullist Legacy; Pekka Hamalainen, Uniting Germany; Kevin Featherstone, The Road to Maastricht
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words).

HY239 Not available in 2017/18
Latin America and the United States since 1898

This information is for the 2017/18 session.

Teacher responsible: Dr Tanya Harmer SAR M.11
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: HY239 is designed to provide students with an introductory overview of the history of the Americas and inter-American relations from 1898 to the present day. Rather than focussing exclusively on U.S. policy towards Latin America, the course explores the international history of Latin America and the United States from a variety of U.S and Latin American perspectives. It also incorporates broader thematic and interpretive questions alongside country specific studies. Among the major themes covered on the course are the concepts of imperialism, neo-colonialism and anti-imperialism, revolution and counter-revolution, nationalism and interventionism, democracy and dictatorship, human rights and repression, development and dependency, the 'war on drugs' and migration. More specific topics covered in lectures and class discussions include: the Spanish-American War; Big Stick and Dollar Diplomacy; FDR's 'Good Neighbour' policy; Juan Perón and Populism; the onset of the Cold War and post-war system in the Americas; Jacobo Arbenz' Guatemala; the Cuban Revolution; JFK and the Alliance For Progress; the Brazilian Coup of 1964 and U.S. intervention in the Dominican Republic, 1965; Cuba's Latin American policy and Che Guevara's Bolivian mission; Salvador Allende's Chile; the 'Condor Years'; the Panama Canal Treaty and Carter's opening to Cuba; the Nicaraguan Revolution and Reagan's Central American interventions; 'The Lost Decade' and Debt crisis of the 1980s; the Washington Consensus, the War on Drugs, Hugo Chavez and the 'Bolivarian Alternative for the Americas' (ALBA).
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be a reading week in the Michaelmas and Lent terms and a revision lecture in the Summer Term.
Formative coursework: Students will be required to do two presentations, to write one 2,000-word essay and one 1,000-1,500-word book review, to contribute to weekly Moodle discussion forums, and to submit a Mock exam at the start of the Summer Term. These assignments will not form part of the final assessment but they are a required component of the course, and students must complete them in order to be admitted to the course examination.
Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture and will also be available on Moodle and in the departmental public folders. However, the following works are useful introductions and core texts for the course: E Williamson, The Penguin History of Latin America, Mark T Gilderhus, The Second Century: U.S.-Latin American Relations since 1889, Robert Holden and Eric Zolov, Latin America and the United States: A Documentary History, Walter Lafeber, Inevitable Revolutions: The United States in Central America, Alan McPherson, Intimate Ties, Bitter Struggles: U.S.-Latin American Relations Since 1945, Lars Schoultz, Beneath the United States: A History of U.S. Policy Towards Latin America, Peter H Smith, Talons of the Eagle: Dynamics of U.S.-Latin American Relations, Thomas Skidmore and Peter Smith, Modern Latin America, and Eduardo Galeano, Open Veins of Latin America.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.

HY240
From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day

This information is for the 2017/18 session.

Teacher responsible: Dr Jack Hogan
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course offers an advanced history of the British Empire that focuses on the metropolitan experience of building, running and then losing an empire. Its primary focus is on Africa. It covers the period from the loss of the American colonies to decolonisation and the survival of the Commonwealth. Within the context of Britain's wider political, social and cultural history,

the course will examine the following: the extension of empire during the Victorian era; liberalism and racism; the expansion of colonies of white settlement; the role of missionaries; the scramble for Africa, the impact of empire at home, the running of empire overseas; gender and empire; managing national decline and empire; the contribution of empire to the First and Second World Wars; fast exit strategies; violent decolonisation; race and immigration; post-colonial dictators and the legacy of white settlers. Case studies include Britain and Zimbabwe; Idi Amin and Uganda; and the Mau Mau insurgency.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
There will be a reading week in the Michaelmas and the Lent terms and a revision lecture in the Summer Term.
Formative coursework: 2 essays; one mock exam; class presentations.
Indicative reading: John Darwin, The British Empire Project: The Rise and Fall of the British World System, 1830-1970 (OUP 2010); C A Bayly, The Birth of the Modern World, 1780 to 1914 (Blackwell 2004); Ronald Hyam, Understanding the British Empire (CUP, 2010); Ronald Hyam, Britain's Imperial Century, 1815 to 1914 (CUP latest edn); L J Butler, Britain and Empire: Adjusting to a Post-Imperial World (I B Tauris, 2007); Sarah Stockwell (ed) The British Empire: Themes and Perspectives (Blackwell, 2007); Bernard Porter, Absent Minded Imperialists: Empire, Society and Culture in Britain (OUP, 2006) Bill Schwarz, The White Man's World: Memories of Empire (OUP, 2012); Peter Clarke, Hope and Glory: Britain 1900-2000 (CUP, 2004); M W Doyle, Empires: A Comparative Study (Cornell University Press: 1986); P D Morgan; S Hawkins (ed) The Black Experience and the Empire (OUP, 2004); David Anderson, Histories of the Hanged: Britain's Dirty War in Kenya and the End of Empire (CUP 2006); Henry Morton Stanley, How I found Livingstone (1872; kindle ebook); Sir F D Lugard, The Dual Mandate in British Tropical Africa (1922); Ashley Jackson & and David Tomkins, Illustrating Empire: A Visual History of British Imperialism (The Bodleian Library, Oxford; 2011); James Belich, The Settler Revolution and the Rise of the Angloworld (OUP, 2011).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
100% Exam

HY241
What is History? Methods and Debates

This information is for the 2017/18 session.

Teacher responsible: Dr Imaobong Umoren
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: What is history? How and for what purposes do we study the past? What kinds of debates and controversies result from historical study? The purpose of this course is to provide undergraduate students with an introduction to these important issues. We will discuss the history of history from ancient times to the present and how it has changed as an intellectual pursuit over the years. We will think about different types of history – for example, international history, intellectual history, social history, economic history, cultural history or the history of religion – and we will discern their different concerns and priorities. We will analyse some of the most important themes in modern historical study: empires and colonialism, war and conflict, nationalism. We will outline different ideological frameworks for conducting historical research, for example Marxism, postmodernism, and gender studies. We will debate some of the key philosophical questions surrounding historical research: for example, how historians determine facts, and whether or not historical study can ever be truly objective? Finally, we will look at different ways of presenting the past., from traditional history books to museums and TV history. The course is highly recommended for all those students studying history, especially those completing a history-based dissertation.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in the Michaelmas and Lent terms and a revision session in the Summer Term.
Formative coursework: Students will be expected to produce 2 essays in the MT.
Indicative reading: A full reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, Writing History; D Cannadine (Ed), What is History now?; L Jordanova, History in Practice; R Evans, In Defence of History; J Tosh, The Pursuit of the Past; M Bloch, The Historian's Craft; R G Collingwood, The Idea of History; T. Garton Ash, The File.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%) in the LT.

HY242
The Soviet Union: Domestic, International and Intellectual History

This information is for the 2017/18 session.

Teacher responsible: Prof Vladislav Zubok SAR 3.13
Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course will cover the history of the Soviet Union, from its inception as a combination of the Russian Revolution and a Bolshevik dictatorship, through the Stalinist terror and World War II, its role as an international centre of the 'socialist camp' during the Cold War, to the failure of Gorbachev's reforms and a surprisingly peaceful demise in 1991. Many courses on Soviet history deal separately with politics, social history, foreign policy, and intellectual/cultural developments. This course seeks to connect disparate threads into one historical and analytical narrative by focusing on major issues confronting the interpretation of the Soviet Union and its role in the international history of the twentieth century. The course takes advantage of the extraordinary wealth of new sources about Soviet history that appeared in recent years. The following questions will be examined during this course. Was the Soviet Union a continuation or rejection of its Russian heritage? What were the sources of Soviet legitimacy, modernization, and expansionism? What was Stalinism about? Why and how did the Soviets win the war against the Nazis? Can Soviet history be better understood as a multinational, imperial, or transnational history? How did the outside world affect Soviet domestic evolution? Why did the militarily successful Soviet state that emerged strongly from the Second World War then collapse so suddenly only a few decades later? Finally, the course will examine the legacy of the Soviet Union and the extent to which there is a Soviet 'path dependency' for Putin's Russia.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
There will be a reading week in the Michaelmas and the Lent terms and a revision class in the Summer Term.
Formative coursework: Students will be required to write two 2,000-word essays (one in MT and one in LT) and make two class presentations (one in MT and one in LT).
Indicative reading: Vladislav Zubok, A Failed Empire. The Soviet Union in the Cold War from Stalin to Gorbachev (2007); Vladislav Zubok, Zhivago's Children: The Last Russian Intelligentsia (2009); Martin Malia, The Soviet Tragedy. A History of Socialism in Russia

(Free Press, 1995); Ronald Suny, The Structure of Soviet History. Essays and Documents (Oxford, 2002); Terry D. Martin, The affirmative action empire: nations and nationalism in the Soviet Union 1923-1939 (Ithaca: Cornell University Press, 2001); Sheila Fitzpatrick, Everyday Stalinism. Ordinary Life in Extraordinary Times (Oxford, 2000); Jochen Hellbeck. Revolution on my mind. Writing a Diary under Stalin (Cambridge, MA: Harvard University Press, 2006); Varlam Shalamov, Kolyma Tales (New York : Norton, c1980); Catherine Merridale, Ivan's War. Life and Death in the Red Army, 1939-1945 (Picador, 2007); Elena Zubkova, Russia After the War : Hopes, Illusions, and Disappointments, 1945-1957 (E.M.Sharp, 1998); Geoffrey Hosking, Rulers and Victims: Russians in the Soviet Union (Belknap, 2006); Yuri Slezkine, The Jewish Century (Princeton, 2006); relevant chapters on the Soviet Union and Soviet foreign policy from Melvyn Leffler and Arne Westad, eds, The Cambridge History of the Cold War (2010), vols. 1-3; Katerina Clark and Evgeny Dobrenko, with Andrei Artizov and Oleg Naumov, Soviet Culture and Power. A History in Documents, 1917-1953 (New Haven, Yale University Press, 2007); William Taubman, Krushchev. The Man and His Era (W.W.Norton, 2003); Alexei Yurchak, Everything Was Forever, Until It Was No More. The Last Soviet Generation (Princeton, 2005); Yegor Gaidar, Collapse of an Empire: Lessons for Modern Russia (Washigton, Brookings, 2007).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY243
Islamic Empires, 1400 - 1800

This information is for the 2017/18 session.

Teacher responsible: Dr Gagan D. S. Sood. SAR 2.07
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None.
Course content: Following the Mongol upheavals of the thirteenth and fourteenth centuries, the Ottoman, Safavid and Mughal empires arose in India and the Islamic heartlands. These 'Islamic' empires would go on to rank among the wealthiest and most powerful regimes known to the early modern world. Supported by an array of provincial and local elites, they were at the zenith of their power in the sixteenth and seventeenth centuries, spanning a region that extended from the Mediterranean to the Bay of Bengal, from Yemen to the Crimea. Their populations were producers, consumers, importers and exporters of goods critical for global trade; their location accorded them a vital role in the flow of ideas and information; there was a remarkable flowering of the arts in the period; and conversion to the region's dominant religious tradition, Islam, continued apace, forging new frontiers. By the eighteenth century, however, the Islamic empires had been reduced to shadows of their former selves, with power devolved to a variety of successor regimes vying with each other for supremacy. It is this struggle that paved the way for the region's later incorporation into Europe's global empires of modern times, and the emergence of today's Middle East and South Asia.
This course will examine the Ottoman, Safavid and Mughal empires, and the larger world of which they were part, from their origins in the fifteenth and early sixteenth centuries to their 'decline' in the eighteenth. We will study how temporal authority was expressed symbolically and through governance; the patterns of daily life found in urban and rural settings, and on the frontier; Islam in theory and in reality, and its relationship to the region's other major religious traditions; diplomacy within and without the Islamic world; the new techniques and technologies of warfare; inherited and collective knowledge of other lands, near and far, and the everyday movement of people, goods and news; the signal achievements in the literary, visual and architectural realms; secular changes to the region's societies and economies; early modern millenarianism, fundamentalism and reformism; and the reasons for the eighteenth-century demise of the Islamic empires as world powers.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
In the ST, there will be a mock exam (1 hour) and revision class (1 hour). There will be a reading week in both MT and LT.
Formative coursework: Students are expected to submit two 2000-word essays (one in MT, one in LT), give an oral presentation in class, and sit a 1-hour mock exam in ST.
Indicative reading: Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004). Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids and Mughals* (Cambridge, 2010). Joseph F. Fletcher, 'Integrative history: Parallels and interconnections in the early modern period, 1500-1800', *Journal of Turkish Studies* 9 (1985), 37-57. Colin Imber, *The Ottoman Empire, 1300-1650: The Structure of Power* (2nd edn, New York, 2009). Ira M. Lapidus, 'State and religion in Islamic societies', *Past & Present* 151 (1996), 3-27. Rudi P. Matthee, *Persia in Crisis: Safavid Decline and the Fall of Isfahan* (London, 2012). Donald Quataert, *The Ottoman Empire, 1700-1922* (Cambridge, 2005). David Morgan, *Medieval Persia, 1040-1797* (London, 1988). John F. Richards, *The Mughal Empire* (Cambridge, 1993). Francis Robinson, 'Ottomans-Safavids-Mughals: Shared knowledge and connective systems', *Journal of Islamic Studies* 8:2 (1997), 151-184. Gagan D. S. Sood, *India and the Islamic Heartlands: An Eighteenth-Century World of Circulation and Exchange* (Cambridge, 2016)
Assessment: Exam (90%, duration: 3 hours) in the main exam period.
Class participation (10%) in the MT and LT.

HY245
The United States and the World since 1776

This information is for the 2017/18 session.

Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: This course explores how the United States has engaged the wider world since 1776. Throughout, the course analyzes state-to-state policy-making alongside a wide array of non-state actors and institutions that have also shaped U.S. global power. It opens with foundational concerns in the field about the nature of American exceptionalism—the belief that the United States is fundamentally different than other nation-states and empires—before exploring themes such as settler colonialism, race, gender, capitalism, imperialism, immigration, and transnationalism. The course arc will begin in the earliest founding of the American Republic. Since independence, the nation looked outward to the vast expanse of territory westward across the continent. It spearheaded expansion through indigenous land dispossession and contests with competing European empires. When the United States met territorial limits to continental expansion at the end of the nineteenth century, it initiated an era of formal overseas imperialism in the Pacific and Caribbean. In and through two World Wars, the United States jockeyed for a lead role in constructing an international global order organized around commitments to self-determination. These commitments rang hollow, however, as the United States intervened across the Third World as part of a Cold War contest with the Soviet Union to win hearts, minds, and allies. With decolonization movements, the international order began to fragment, a process accelerated by a new era of globalization. The course will trace this arc and end by considering such transnational forces, including migration, environmentalism, humanitarianism, financialization, and terrorism, which have underscored the recent emergence of

a nationalist brand of anti-globalization in the United States and wider world. Throughout, we will ask, what historical conditions incited and enabled the projection of American power in the world? How have forces of globalization impacted the nation-state?
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6 of MT and LT.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Two 2,000 word essays due throughout the year.
A mock exam may be offered as part of exam revision arrangements.
Indicative reading: Walter Hixson, American Foreign Relations: A New Diplomatic History (New York: Routledge, 2016). Jay Sexton, The Monroe Doctrine: Empire and Nation in Nineteenth Century America (New York: Hill and Wang, 2012). Anthony F.C. Wallace, The Long, Bitter Trail: Andrew Jackson and the Indians (New York: Hill and Wang, 1993). Amy S. Greenberg, A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico (New York: Vintage, 2013). Matthew Karp, This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy (Cambridge: Harvard University Press, 2016). Kristin Hoganson. Consumer's Imperium: The Global Production of American Domesticity, 1865-1920 (Chapel Hill, NC: University of North Carolina Press, 2007). Emily Rosenberg, Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy (Durham: Duke UP, 2003). Erez Manela, The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism (New York: Oxford University Press, 2007). Elizabeth Borgwardt, A New Deal for the World: America's Vision for Human Rights (Cambridge: Belknap Press of Harvard University Press, 2005). Nick Cullather, The Hungry World: America's Battle for Cold War Asia (Cambridge: Harvard University Press, 2011). Daniel J. Sargent, A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s (New York: Oxford University Press, 2014). Melani McAlister, Epic Encounters: Culture, Media, and U.S. Interests in the Middle East, 1945-2000 (Berkeley: University of California Press, 2005).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.

HY300
Dissertation

This information is for the 2017/18 session.

Teacher responsible: Dr Antony Best SAR 3.14
Availability: This course is compulsory on the BA in History. This course is available on the BSc in Government and History and BSc in International Relations and History. This course is not available as an outside option nor to General Course students.
Course content: A dissertation of not more than 10,000 words on a topic to be approved by the candidate's supervisor. It is designed to allow a detailed and thorough exploration of a topic of interest to the candidate. The topic should fall within the parameters of the degree course. It should include the examination of primary sources, in printed, manuscript and/or digital form.
Teaching: 1 hour of workshops in the MT. 2 hours of workshops in the LT.
Candidates should secure in the course of the LT of their second year the agreement of a member of academic staff in the Department of International History (who need not be their advisor or tutor) to supervise a suitable topic, and then submit a title to the Undergraduate Programmes Administrator by published deadline. Supervisors can be expected to offer advice on the scholarly literature, guidance on research and writing, and detailed comments on a sample of up to 3000 words.
Assessment: Dissertation (100%, 10000 words) in the ST.
The dissertation must be submitted to the Undergraduate Programmes Administrator by the published deadline in Week 1 of ST in the student's third year. It should be typewritten. Precise details on length, format, presentation and deadline will be issued by the Department through the workshops and Moodle. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the dissertation is the candidate's own work.

HY311 Not available in 2017/18
Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75)

This information is for the 2017/18 session.

Teacher responsible: Prof Steven Casey SAR 2.10
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Based on a variety of primary sources, and a wide range of secondary reading, this course will explore US attitudes and policies towards and during the Korean and Vietnam Wars. The problems of limited war; the origins of the Korean War; Truman and the decision to intervene; Inchon and the decision to cross the 38th parallel; the Chinese intervention and its consequences; the US home front during the Korean War; the Truman-MacArthur Controversy; Korea and US Cold War strategy: NSC-68, NATO, and 'The Great Debate'; fighting while negotiating, 1951-53; legacies; JFK and Vietnam; LBJ and the decision to escalate; LBJ as Commander in Chief; the war on the ground in Vietnam: 'search and destroy' versus 'hearts and minds'; the Tet Offensive; the media and military at war; the US home front during the Korean War; Vietnam and US Cold War strategy: détente and triangular diplomacy; fighting while negotiating, 1969-73; legacies.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Students are expected to keep up with the readings (documents and secondary literature) for the weekly meetings, and to participate in seminar discussions.
There will be a reading week in the Michaelmas and the Lent terms and a revision session in the Summer Term.
Formative coursework: Students will be required to write two essays and two gobbet exercises during the year.
Indicative reading: A detailed course outline and reading list, as well as handouts, will be available as the start of the course. The following works are recommended: Steven Casey, Selling the Korean War (2008); William Stueck, Rethinking the Korean War (2002); Burton I. Kaufman, The Korean War: Challenges in Crisis, Credibility and Command (1986, or later edition); Rosemary Foot, The Wrong War: American Policy and the Dimensions of the Korean Conflict, 1950-53 (1985); George Herring, America's Longest War (various editions); David L. Anderson, Shadow on the White House: Presidents and the Vietnam War (1993); David L. Anderson (ed), The Columbia History of the Vietnam War (2011); Robert J. McMahon, The Limits of Empire: The United States and Southeast Asia since World War II (1999).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY315
The European Enlightenment, c.1680-1799

This information is for the 2017/18 session.

Teacher responsible: Dr Timothy Hochstrasser SAR 2.14
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students

on other programmes where regulations permit and to General Course students.
Course content: The European Enlightenment of the eighteenth century is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course therefore sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. But while the course aims to look at ideas and concepts in themselves it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Directory in France in 1799. Within this broad framework the following large themes provide the subject matter of both lectures and classes in the Michaelmas Term: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist monarchy; the creation of scientific approaches to the study of ethics and politics; the political theory of enlightened despotism; the intellectual origins of the French Revolution; intellectual encounters with the New World; the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, and Rousseau - among others - will be highlighted. In the Lent Term the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the 18th century. The course gives students the chance to consider whether or not the Enlightenment was an era of European history that fostered the application of reason to political and social reform, an end to censorship, torture, and hierarchical social models, and a beginning to religious toleration and recognizably modern concepts of human rights, international law and social equality. The focus throughout will be on the writings of the philosophes themselves and their attempts to convert theoretical innovation into practical reform through the agency of bureaucracy and rulers.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Week 6 of the first term will be a reading week. Week 6 of the second term will contain a mock exam. There will be a revision lecture in week 1 of the Summer Term.
Formative coursework: Two pieces of formative assessment are required, the first a source-criticism exercise in the Michaelmas Term (week 4), and the second a conventional essay in the Lent Term (week 4). In addition there will be a mock-exam in the reading week of the Lent Term.
Indicative reading: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: T C W Blanning, The culture of power and the power of culture (2002); D Outram, The Enlightenment (1995); T Munck, The Enlightenment (2000); R Porter, The Enlightenment (2001). Anthologies: I Kramnik (Ed), The Portable Enlightenment Reader (1995); S Eliot & B Stern (Eds), The Age of Enlightenment (2 vols, 1979).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Presentation (15%) and class participation (10%) in the MT and LT.
Students MUST give an assessed presentation in either the MT or the LT.
Class participation will be graded across both the MT and the LT.

HY319
Napoleon and Europe

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Keenan SAR 2.13
Availability: This course is available on the BA in History, BSc in Government and History, BSc in International Relations and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was covered by the Napoleonic Empire and its impact was felt across large parts of the non-European world. The influence of the emperor and his policies was most obvious in relation to the European international system, particularly through his military campaigns and his territorial reorganisation of Europe n the wake of his successes. However, the Napoleonic era also saw major developments in the legal, constitutional, social, and economic order of many states, whether allied or opposed to the Napoleonic project. Likewise, in the aftermath of the French Revolution, much attention is paid to the impact of the Napoleonic era on the relationship between Church and State and the rise of national consciousness, whether in political or cultural terms. By studying how Napoleon's empire was created, challenged, and ultimately defeated, the course will focus on the nature of power and legitimacy in this era. An attempt will be made to place the Napoleonic empire in a broader context, in part by comparing it to other contemporary, rival states, including Russia, Austria, and the United Kingdom. Finally, the course will begin and end with an assessment of the Napoleonic myth, both in terms of his contemporaries and for subsequent generations of historians.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
There will be a reading week in the Michaelmas and the Lent terms.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.
Indicative reading: A full reading list will be provided at the beginning of the course. Useful introductory reading includes: M. Lyon, Napoleon Bonaparte and the Legacy of the French Revolution; G. Ellis, The Napoleonic Empire; C. Emsley, Napoleon: Conquest, Reform and Reorganisation; M. Broers, Europe under Napoleon, 1799-1815; C. Esdaile, Napoleon's Wars; S. J. Woolf, Napoleon's Integration of Europe; P. Dwyer (ed.), Napoleon and Europe; P. Geyl, Napoleon, For and Against.
Assessment: Essay (50%, 3000 words) in the ST.
Other (20%) in the LT.
Presentation (20%) and class participation (10%) in the MT and LT.
The other assessment in the LT involves a 2000-word document analysis.

HY320
The Cold War Endgame

This information is for the 2017/18 session.

Teacher responsible: Dr Robert Brier SAR M.13
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Based upon a variety of primary sources, this course will explore why and how in the second half of the 1980s the Cold War confrontation between the United States and the Soviet Union transformed itself so suddenly and peacefully into the collapse of (European) communism, German unification and the end of the USSR and her empire. In doing so, we will ask what was the correlation between "high" and "low politics"

in these events and processes? Topics will include: the onset of détente and neue Ostpolitik; the impact of Helsinki (1975) and human rights; détente's death, Euromissiles and the war in Afghanistan; the second Cold War of the early 1980s, pacifism and transatlantic turmoil; the Pope and the Polish crisis of 1980-81; Gorbachev's new thinking and reforms in the USSR; Reagan and Gorbachev: superpower summitry; German unification: domestic and international aspects; Kohl, Mitterrand and the road to the European Union; the eastern European revolutions and the collapse of the Soviet 'empire'; the Baltic independence struggle, Yeltsin, the coup and Soviet disintegration; explanations and interpretations of the end of the Cold War. The discussion in each seminar will draw on a combination of primary and secondary material.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in MT and LT and a revision session in ST.
Formative coursework: Students will be required to present one short class paper as well as undertaking small weekly tasks on Moodle, and to submit two essays à 1500 words and one document answer during MT and LT. There will also be a timed mock exam in ST.
Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, as well as a document pack will be available at the beginning of the course on Moodle. The following works are recommended as essential reading: A Brown, The Gorbachev Factor (1996); S Dockrill, The End of the Cold War Era (2005); R L Garthoff, The great transition: American-Soviet relations and the end of the Cold War (1994); Idem, Détente and confrontation: American-Soviet relations from Nixon to Reagan (1985); J Levesque, The Enigma of 1989: The USSR and the Liberation of Eastern Europe (1997); C S Maier, Dissolution: the crisis of Communism and the end of East Germany (1997); P Zelikow & C Rice, Germany unified and Europe transformed: a study in statecraft (1995); H Adomeit, Imperial overstretch: Germany in Soviet policy from Stalin to Gorbachev (1998); H Adomeit, Imperial Overstretch: Germany in Soviet Policy from Stalin to Gorbachev (1998); A Lieven, The Baltic states: Latvia, Lithuania and Estonia, and the path to independence (1993); R Summy & M E Salla (eds), Why the cold war ended: a range of interpretations (1995); O A Westad, Reviewing the Cold War: Approaches, Interpretations, Theory (2000); Idem, The fall of detente: Soviet-American relations during the Carter years (1997); Idem et al (eds), The Cambridge History of the Cold War, vols 2-3 (2010); M E Sarotte, 1989 (2009). Also students should familiarise themselves with the Cold War International History Project homepage (http://www.wilsoncentre.org) and in particular: Bulletins No 5 'Cold War Crises', No 8-9 'The Cold War in the Third World and the Collapse of Detente in the 1970s', and No 12/13 'The end of the Cold War'.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY321
The Struggle for the Persian Gulf, 1945-2003

This information is for the 2017/18 session.

Teacher responsible: Dr Roham Alvandi SAR M.12
Availability: This course is available on the BA in History and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
This course is capped at 30 students.
Course content: This course examines the international history of the Persian Gulf as an ongoing struggle among external powers and local actors for regional supremacy. Through the use of documentary primary sources, the course covers the history of this struggle for mastery in the Gulf in three stages. It begins with the decline of the British Empire and the rise of American power in the Gulf after the Second World War, in the face of Arab and Iranian nationalism. It then examines the long era of intense regional competition for primacy between Iran and Iraq, with particular reference to the Cold War and the 1979 Iranian Revolution. Finally, the course turns to the renewed Anglo-American military intervention in the Gulf since 1991 that continues until today. As a List B paper, the course makes extensive use of primary sources as part of the weekly reading assignments. These will include government documents, public statements, diaries, and memoirs. These primary sources will all be in English and will all be available on Moodle for students to access. Key topics covered in the course include: nationalism in Mosaddeq's Iran and Qasim's Iraq; the Arab Cold War and the civil war in Yemen; the Cold War politics of reform in Mohammad Reza Shah's Iran and King Faisal's Saudi Arabia; the British withdrawal from the Persian Gulf between 1968 and 1971; Nixon and Kissinger in the Persian Gulf; the secret war between Iran and Iraq in Kurdistan from 1972 to 1975; the rise of OPEC and the 1973/74 energy crisis; the 1979 Iranian Revolution; the Iran-Iraq War of 1980 to 1988; the Persian Gulf War of 1991; the rise and fall of Iranian-American détente under Khatami; Saudi Arabia and the United States before and after 9/11; and the 2003 Anglo-American invasion of Iraq
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in the MT and the LT.
Formative coursework: Students are required to submit one essay of 3000 words in the MT; one set of gobbet answers during the LT; and one 1-hour timed mock exam in ST.
Indicative reading: Roham Alvandi, Nixon, Kissinger, and the Shah: The United States and Iran in the Cold War (Oxford University Press, 2014); W. Taylor Fain, American Ascendance and British Retreat in the Persian Gulf Region (Palgrave Macmillllan, 2008); F. Gregory Gause III, The International Relations of the Persian Gulf (Cambridge University Press, 2010); Trita Parsi, Treacherous Alliance: The Secret Dealings of Israel, Iran, and the U.S. (Yale University Press, 2007); Charles Tripp, A History of Iraq, Third Edition (Cambridge University Press, 2007); Daniel Yergin, The Prize: The Epic Quest for Oil, Money, and Power (Simon & Schuster, 1993).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.

HY322
Nazi Germany's War: Violence and Occupation in Europe, 1939-1945

This information is for the 2017/18 session.

Teacher responsible: Dr David Motadel SAR 3.16
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is capped at 15 students.
Course content: The Second World War was the most destructive conflict in modern European history. At the height of the war, German soldiers occupied lands from the Channel Islands to the Caucasian mountains, from Scandinavia to the Attica peninsula. Across the continent, societies were torn apart by war, occupation, and civil war. Drawing on key secondary texts and primary sources, this course examines Nazi Germany's war in Europe from a comparative perspective. It looks at the origins of the conflict; the course of the war, from the partition of Poland to the fall of Berlin; war crimes; Nazi occupation regimes; local collaboration and the recruitment of hundreds of thousands of non-Germans into Hitler's armies; resistance and partisan insurgency; ethnic cleansing and genocide; and the aftermath of the war. The focus is not only on political leaders, party functionaries, and generals, but also on ordinary people, such as soldiers, peasants, slave workers, and

concentration camp inmates. Particular attention is given to the views and experiences of contemporary intellectuals, such as George Orwell, Raphael Lemkin, Marc Bloch, and Hannah Arendt. The course considers the Second World War as an amalgam of different forms of conflict, including wars between states, civil wars, and partisan wars, and it also addresses more general questions about conflict and violence in the modern age.
Teaching:
20 hours of seminars in MT. 20 hours of seminars in LT. 2 hours of seminars in ST.
There will be a reading week in MT and LT.
Formative coursework: Students will be required to write one conventional essay of 2,000 words during LT and one timed mock exam in ST. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.
Indicative reading: Omer Bartov, The Eastern Front, 1941-45: German Troops and the Barbarisation of Warfare (London, 1985). Christopher Browning, Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland (New York, 1992). Richard J. Evans, The Third Reich at War, 1939-1945 (London, 2008). Saul Friedländer, The Years of Extermination: Nazi Germany and the Jews, 1939-1945 (London, 2007). Peter Fritzsche, An Iron Wind: Europe under Hitler (New York, 2016). Robert Gildea, Marianne in Chains: In Search of the German Occupation, 1940-1945 (London, 2002). Jan T. Gross, Neighbours: The Destruction of the Jewish Community in Jedwabne, Poland (Princeton, 2001). Christian Hartmann, Operation Barbarossa: Nazi Germany's War in the East, 1941-1945 (Oxford, 2013). Raul Hilberg, The Destruction of the European Jews (London, 1961). Ian Kershaw, Hitler 1937-1945: Nemesis (London, 2001). Ian Kershaw, The End: Hitler's Germany, 1944-45 (London, 2011). Halik Kochanski, The Eagle Unbowed: Poland and the Poles in the Second World War (Cambridge, MA, 2012). Mark Mazower, Inside Hitler's Greece: The Experience of Occupation.1941-44 (New Haven, 1993). Mark Mazower, Hitler's Empire: Nazi Rule in Occupied Europe (London, 2008). Catherine Merridale, Ivan's War: The Red Army at War 1939-45 (London, 2006). Rolf-Dieter Müller and Gerd R. Ueberschär, Hitler's War in the East: A Critical Assessment (Oxford, 1997). Nicholas Stargardt, The German War: A Nation Under Arms, 1939-45 (London, 2015). Jozo Tomasevich, War and Revolution in Yugoslavia, 1941-1945: Occupation and Collaboration (Stanford, 2001).
Assessment: Exam (85%, duration: 3 hours) in the main exam period.
Presentation (15%).
The Presentation (15%) will be in MT or LT.

HY323 Not available in 2017/18
Travel, Pleasure and Politics: The European Grand Tour, 1670-1825

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Stock SAR 2.15
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Throughout the eighteenth century thousands of young British men and women embarked on extensive journeys to continental Europe – an activity known as the Grand Tour. 'Travel, Pleasure and Politics: The European Grand Tour 1670-1825' explores who these people were, where they went, and the reasons for their expeditions. For some, the Tour was the final stage of formal education; to others an opportunity for sexual adventures and pleasure-seeking. The course discusses the practical challenges of eighteenth-century travel, the political, religious, and cultural contexts of the Tour, as well as the key places to visit and the reasons for their popularity. It also considers what the Tourists brought back with them: from physical artefacts for public and private collections, to new ways of seeing and understanding the world. 'Travel, Pleasure and Politics' introduces students to the actual writings of the Tourists, showing how they experienced international travel and shaped the modern tourist industry.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
This course operates reading weeks in the MT and LT. There will be a revision session in Summer Term.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT and 2 essays in the MT and LT. Specifically, the course's formative coursework will consist of two essays (MT and LT), one document analysis (LT). Students will also have an opportunity to sit a mock exam.
Indicative reading: Jeremy Black, The British Abroad: the Grand Tour in the Eighteenth Century (New York: St Martin's Press, 1992) D915 B62. John Brewer, The Pleasures of the Imagination: English Culture in the Eighteenth Century (New York: Farrar Straus Giroux, 1997) DA485 B84. James Buzard, 'The Grand Tour and after (1660-1840)', in Peter Hulme and Tim Youngs, eds., The Cambridge Companion to Travel Writing (Cambridge: Cambridge University Press, 2002) PR756.T72 C17. Edward Chaney, The Evolution of the Grand Tour: Anglo-Italian Relations since the Renaissance (London: Frank Cass, 1998) DA47.9 .I8 C45. Tony Claydon, Tony, Europe and the Making of England, 1660-1760 (Cambridge: Cambridge University Press, 2007) BR757 C62. Stephen Conway, Britain, Ireland, and Continental Europe in the Eighteenth Century: Similarities, Connections, Identities (Oxford : Oxford University Press, 2011) LSE ebooks library. Brian Dolan, Ladies of the Grand Tour (London: HarperCollins, 2001) Women's Library@LSE 914.0425 DOL. Clare Hornsby, ed., The Impact of Italy: the Grand Tour and Beyond (London: The British School at Rome, 2000) DA47.9.I8 I31. Rosemary Sweet, Cities and the Grand Tour: the British in Italy, 1690-1820 (Cambridge: Cambridge University Press, 2012). John Towner, 'Venturing Abroad: The European Grand Tour', in An Historical Geography of Recreation and Tourism in the Western World 1540-1940 (Chichester: John Wiley, 1996) G155 T74
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY324
Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945

This information is for the 2017/18 session.

Teacher responsible: Prof Marc Baer SAR 3.17
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: Because of the Israeli-Palestinian conflict, most discussions of Muslim-Jewish relations focus on the period after 1948. Muslims and Jews, however, have engaged with one another for over 1,400 years. Just as at the beginning, when Muhammad first met Jewish Arabs in Medina in 622, Jewish and Muslim relations have spanned the whole range of human interaction. What approaches have historians taken to understand the connected histories of Jews and Muslims in Middle Eastern and European history, from their earliest relations in seventh-century Arabia to mid-twentieth-century Europe? Through attention to historical events and personalities as well to religious texts, language, law, ritual, sacred spaces, intellectual and spiritual movements, art, architecture, and literature we will explore different approaches to the history and memory of Muslim-Jewish relations in the Middle East and Europe, evenly divided between the pre modern and the modern period. Students are advised that this is not a history of the Palestinian-Israeli struggle, although its impact on the memory of Muslim-Jewish relations in history will be discussed.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
20 two-hour seminars in the MT and LT; one revision seminar in the ST. There will be a reading week in the Michaelmas and the Lent terms. Students will be expected to read essential primary and secondary material for each weekly meeting and to participate in the seminar discussions.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Students will be required to produce a formative essay during Michaelmas term as preparation for the assessed essay due Lent Term.
Weekly written reading responses and oral reports in Michaelmas Term and Lent Term. Completion of these is mandatory, in order to facilitate good seminar discussions.
Indicative reading: 1. *A History of Jewish-Muslim Relations, From Their Origins to the Present Day*, ed. Abdelwahab Meddeb and Benjamin Stora (Princeton: Princeton University Press, 2013); *Medieval Iberia: Readings from Christian, Jewish, and Muslim Sources*, ed. Olivia Constable, 2nd ed. (Philadelphia: University of Pennsylvania Press, 2011); Norman Stillman, *The Jews of Arab Lands: A History and Source Book* (Philadelphia: The JewishPublication Society, 1998); Norman Stillman, *The Jews of Arab Lands in Modern Times* (Philadelphia: The Jewish Publication Society, 2003); Marc David Baer, *The Dönme: Jewish Converts, Muslim Revolutionaries, and Secular Turks* (Stanford: Stanford University Press, 2010); Aomar Boum, *Memories of Absence: How Muslims Remember Jews in Morocco* (Stanford:Stanford University Press, 2013)
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (35%, 3000 words) in the LT.
Presentation (15%) in the MT and LT.
A 3,000 word essay due Lent Term. The essay will count for 35% of the final course assessment.
A two-hour unseen written examination in the ST. The final examination will count for 50% of the final course assessment.

HY325 Not available in 2017/18
Retreat from Power: British foreign and defence policy, 1931-68

This information is for the 2017/18 session.

Teacher responsible: Prof Matthew Jones SAR 3.09
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The period between the onset of the Manchurian Crisis of 1931 and the decision of the Wilson Government in 1968 to accelerate the withdrawal from East of Suez saw Britain's position in the world transformed under the multiple pressures of economic decline, world war, nationalist opposition to colonial control, and the demands of Cold War confrontation with the Soviet Union and international communism more generally. This course examines how this change occurred by studying several central episodes in British foreign and defence policy. Its focus is predominantly on high-level policymaking in the diplomatic, military and economic realms, but it will all give attention to shifts in popular attitudes, parliamentary debates, the influence of electoral considerations, and the larger-scale transitions taking place in the international system. In common with other Level 3 courses, it will include study and discussion of primary sources throughout. Documents will be drawn from either published collections, including British Documents on Foreign Policy, 1919-1939, and Documents on British Policy Overseas, 1945-, official publications such as Command papers (including such material as international agreements and Defence White Papers), the diaries of key politicians or officials, and copies of documents from The National Archives at Kew. Much use will be made of online sources. Specific topics include the Italian invasion of Ethiopia; the Munich Agreement of 1938 and appeasement; British strategy in the Second World War; Anglo-Soviet relations in the Second World War; the formation of NATO; the Korean War; the Malayan emergency; Suez crisis; the first application to join the EEC; and the withdrawal from East of Suez in the 1960s.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of help sessions in the ST.
Students will be expected to read essential primary and secondary material for each weekly class, to deliver presentations, and to participate in seminar discussions.

There will be a reading week in the Michaelmas and the Lent terms.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay and 1 other piece of coursework in the LT.
Formative assessment is by one essay for submission in week 5 of the MT, and one essay for submission in week 5 of the LT (each essay should be a maxmium of 2000 words and be drawn from a list supplied at the start of the course). One gobbet exercise will also be conducted in the LT as a form of revision for the final examination.
Indicative reading: Paul W. Doerr, British Foreign Policy, 1919 -1939 (1998).David Reynolds, Britannia Overruled: Britain and World Power in the 20th Century, 2nd ed (2000).C. J. Bartlett, The Long Retreat: A Short History of British Defence Policy, 1945-70 (1972). Alan Bullock, Ernest Bevin: Foreign Secretary, 1945-1951 (1983). Anne Deighton (ed), Britain and the First Cold War (1991). Robert Holland, The Pursuit of Greatness: Britain and the World Role, 1900-1970 (1991). Ronald R. Hyam, Britain's Declining Empire: The Road to Decolonization, 1918-1968 (2007). Paul Kennedy, Background Influences on British External Policy, 1865-1980 (1981). R. A. C. Parker, Chamberlain and Appeasement: British Policy and the Coming of the Second World War (1993). Christopher Thorne, Allies of a Kind: The United States, Britain, and the War Against Japan, 1941-1945 (1978). John W. Young, Britain and the World in the Twentieth Century (1997)
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
The summative assessment consists of a three hour examination paper which involves each candidate writing two essays selected from a list of questions, and two comments on a selection of extracts from primary sources.

HY326 Not available in 2017/18
Slavery, Capital, and Empire in the British World, 1700-1900

This information is for the 2017/18 session.

Teacher responsible: Dr Padraic Scanlan
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is capped at 15.
Course content: From the late sixteenth century until the early nineteenth century, Britain was one of Europe's most prolific slave-traders. British colonies in the West Indies and the colonies that eventually became the United States of America were among the most brutal and fully realized slave societies in world history. And yet, Britain was also the first major European state voluntarily to abolish its slave trade, and the first to resolve to emancipate its slaves. This tension,between an empire of slavery and an empire of freedom, is the puzzle at the heart of this course.
Using primary and secondary sources, this course explores the

interconnected histories of slavery, commerce, and capitalism in the history of Britain and the British world in the eighteenth and nineteenth centuries. The course explores how the British slave trade functioned both as political economy and as a system of everyday oppression, how it intertwined with trade in other commodities and financial products like bonds and insurance, how Britons profited by it, and how enslaved and free people resisted it. The course interrogates the limits of 'British' history in the context of a global system of trade, and investigates the complicated history of the end of slavery and continuities before and after abolition – what did it mean to be 'free' in the British empire?
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Each seminar is structured around analysis of an historical document, and debate about a problem or theme in the historiography. Students are expected to read essential primary and secondary materials for each meeting and to participate in discussion.
There will be reading weeks in MT and LT.
Formative coursework: Students will be expected to produce 1 exercise and 1 other piece of coursework in the MT and LT.
Formative coursework includes a 250-word primary source analysis exercise and a 1,000-word review of a film related to course themes, as well as occasional short response papers and in-class writing assignments.
Indicative reading: Beckert, Sven. Empire of Cotton: A New History of Global Capitalism. London: Allen Lane, 2014;
Brown, Christopher Leslie. Moral Capital: Foundations of British Abolitionism. Chapel Hill, NC: Omohundro Institute of Early American History and Culture/University of North Carolina Press, 2006. [HT1163 B87]; Brown, Vincent. The Reaper's Garden: Death and Power in the World of Atlantic Slavery. Cambridge, MA: Harvard University Press, 2008. [HQ1073.5.J26 B88; also available online from LSE Library]; Curtin, Philip D. The Rise and Fall of the Plantation Complex: Essays in Atlantic History. Cambridge: Cambridge University Press, 1998. [HT1048 C97; also available online via LSE Library]; Curtin, Philip D. The Image of Africa: British Ideas and Action, 1780-1850. Madison, WI: University of Wisconsin Press, 1964. [DT502 C97]; Davis, David Brion. The Problem of Slavery in the Age of Revolution, 1770-1823. Ithaca, NY: Cornell University Press, 1975 [HT867 D26; also available online from LSE Library]; Holt, Thomas C. The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938. Baltimore: Johns Hopkins University Press, 1992. [HD1471.J3 H75; also available online from LSE Library]; Johnson, Walter. Soul by Soul: Life Inside the Antebellum Slave Market. Cambridge, MA: Harvard University Press, 1999. [FN379.N59.N4 J71; also available online from LSE Library]; Mintz, Sidney. Sweetness and Power: The Place of Sugar in Modern History. New York: Penguin Books, 1986. [GT2869 M66]; Paton, Diana. No Bond but the Law: Punishment, Race, and Gender in Jamaican State Formation, 1780–1870. Durham, NC: Duke University Press, 2004. [HV9323.A5 P31]; Smallwood, Stephanie E. Saltwater Slavery: A Middle Passage from Africa to American Diaspora. Cambridge, MA: Harvard University Press, 2007. [E441 S63]; Thornton, John. Africa and Africans in the Making of the Atlantic World, 1400-1800. 2nd ed. Cambridge: Cambridge University Press, 1998. [DT31 T51; also available online from LSE Library]; Williams, Eric. Capitalism & Slavery. Chapel Hill, NC: University of North Carolina Press, 1994. [HT1091 W72].
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (20%, 3000 words) and presentation (15%) in the LT.
Other (15%) in the MT.
Students will be assessed on 750-word analysis of a document or other primary source (15%), as well as on a 3,000-word essay (20%) and a group presentation based on primary research (15%). In Summer Term, students will be assessed on a 2-hour unseen written examination, including 2 essays (50%).

HY327 The Anglo-American Special Relationship, 1939-89

This information is for the 2017/18 session.

Teacher responsible: Prof Nigel Ashton SAR M.07
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and capacity permit. Not to be taken in conjunction with HY325 Retreat from Power: British foreign and defence policy, 1931-68. This course is capped at 30 students.
Course content: This course will analyse the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War through to the end of the 1980s. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956. Topics addressed include: the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "occupation" of Britain during the Second World War; the emergence of the Cold War in Europe and Asia, 1945-54; the Palestine question; the Suez Crisis; nuclear relations; the Cuban Missile Crisis; European integration; decolonisation; the impact of the Vietnam War; the cultural Cold War; intelligence co-operation; Anglo-American relations in the 1970s; the Falklands War of 1982; and the revival of the special relationship under Thatcher and Reagan in the 1980s.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
In common with other Level 3 History courses, this course will include the study and discussion of primary sources in each weekly seminar. Documents will be drawn from published collections, including the Foreign Relations of the United States series and the Documents on British Policy Overseas, the diaries of key politicians or officials, copies of documents from the UK National Archives, the US National Archives and the relevant US Presidential Libraries.
The rest of each weekly seminar will consist of the class discussion of allocated questions on each seminar topic to provide the essential context for the primary sources and to illuminate the relevant historiographical debates in the secondary sources.
There will be a reading week in the Michaelmas and Lent terms, and a revision session in the Summer Term.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay and 1 other piece of coursework in the LT.
Formative assessment will be through the submission of one essay in week 7 of the MT, and one essay in week 5 of the LT (each essay must be a maximum of 2000 words long and be drawn from a list supplied at the start of the course).
One 'gobbet' answer, consisting of commentaries on two extracts, must also be submitted in week 9 of the LT.
Indicative reading: K. Burk, Old World, New World: the Story of Britain and America (2007). D. Reynolds & D. Dimbleby, An Ocean Apart: the Relationship between Britain and America in the Twentieth Century (1988). J. Dumbrell, 'A Special Relationship': Anglo-American Relations from the Cold War to Iraq (2006). W. R. Louis & H. Bull (Eds), The Special Relationship: Anglo-American Relations since 1945 (1984). D. C. Watt, Succeeding John Bull: America in Britain's Place, 1900-75 (1984)
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

The summative assessment will consist of a three-hour final examination, requiring candidates to write two essays selected from a list of questions, and two commentaries on extracts selected from the allocated primary sources.

HY328
The Arab-Israeli Conflict: Nationalism, Territory, Religion

This information is for the 2017/18 session.

Teacher responsible: Dr Kirsten Schulze M14 Sardinia House
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Any students who have previously taken HY203 cannot take this course.
Course content: The 1948 Arab-Israeli War; Israeli foreign and defence policy; the 1956 Suez-Sinai Campaign; the 1967 Six-Day War; regime change in Egypt and Syria in 1970; 1970/71 Black September; the 1973 Yom Kippur War; the 1975 Lebanese civil war; the ascendance of the Likud; the Camp David Accords 1979; the invasion of the Lebanon 1982; Palestinian resistance; the 1987 Intifada; the 1991 Madrid Peace Conference; the 1993 Oslo Accords; the 1994 Jordanian-Israeli Peace Treaty; the 2000 al-Aqsa intifada; and peace efforts since 2000.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
Week 6 of both Michaelmas and Lent terms will be a Reading Week.
Formative coursework: Students are required to write two essays, including a one-hour timed essay.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (35%) in the LT.
Class participation (15%).

HY329
Independent India: Myths of Freedom and Development

This information is for the 2017/18 session.

Teacher responsible: Dr Taylor Sherman SAR M.10
Availability: This course is available on the BA in History, BSc in Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Focusing on the early decades after India gained independence in 1947, this course raises questions about the nature of freedom and the task of development faced by postcolonial nations. The course begins with a study of Jawaharlal Nehru, India's first prime minister. Students will survey his philosophy and his style of leadership while exploring the myth of the strong male leader. Students will then question the nature of secularism in India by examining the treatment of Muslims as well as the politicisation of India's Islamic monuments and their preservation. The course moves on to query how socialist India was by reading political theory from Communists, Socialists, Gandhians and others, as well as by exploring Indian programmes in education, health and family planning. Similarly, the course will question the nature and extent of economic development achieved in this period by studying famine, urbanisation and scientific advancement. Next, students will investigate how strong India's state was by scrutinising India's Constitution and surveying the problem of corruption in the ranks of the police and bureaucracy. Finally, the course will cover India's foreign policy, asking students to probe the meaning of Non-Alignment, and inspect the character of India's relations with Indians Overseas and with its neighbours, including China and Pakistan. While the main focus is India, the course will involve comparative thinking about circumstances and policies in other countries around the world. Throughout the course we will watch films, read fiction and view art and architecture produced at the time to get a sense of the popular and artistic response to the challenges of freedom and development.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
There will be a reading week in the Michaelmas and the Lent terms.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 piece of coursework in the LT.
Indicative reading: Guha, R. (2007). India after Gandhi: the History of the World's Largest Democracy. London, Macmillan. Khilnani, S. (1997). The Idea of India. London, Penguin. Chatterji, J. (2007). The Spoils of Partition: Bengal and India, 1947-1967. Cambridge, Cambridge University Press). Zamindar, V. F.-Y. (2007). The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories. New York, Columbia UP. Gopal, J. N. (2013). Citizenship and its Discontents: An Indian History. Cambridge, MA, Harvard University Press. Sherman, T.C. (2015) Muslim Belonging in Secular India: Negotiating Citizenship in Postcolonial Hyderabad. Cambridge, Cambridge University Press. Kavuri-Bauer, S. (2011) Monumental Matters: The Power, Subjectivity and Space of India's Mughal Architecture. Durham, NC: Duke University Press. Granville, Austin (1999) Working a Democratic Constitution. New Delhi: Oxford University Press. Chatterjee, P. (1993). The Nation and its Fragments: Colonial and Postcolonial Histories. Princeton, Princeton University Press. Chatterjee, P. (ed). (1998). Wages of Freedom: Fifty Years of the Indian Nation-State. Delhi, OUP. Gould, W. (2011). Bureaucracy, Community and Influence in India: Society and the State, 1930s - 1960s Abingdon, Routledge. Abraham, I. (2014). How India Became Territorial: Foreign Policy, Diaspora, Geopolitics. Palo Alto, Stanford UP. Bhagavan, M. (2012). The Peacemakers: India and the Quest for One World. New Delhi, Harper Collins Publishers India. McGarr, P. (2013). The Cold War in South Asia: Britain, the United States and the Indian Subcontinent 1945-65. Cambridge, Cambridge University Press. Phalkey, J (2013). Atomic State: Big Science in Twentieth Century India. Hyderabad: Orient BlackSwan. Tyabji, N. (2015). Forging Capitalism in Nehru's India: Neocolonialism and the State, c.1940-1970. New Delhi, OUP. Chibber, V. (2003) Locked in Place: State-Building and Late Industrialization in India. Princeton, NJ: Princeton University Press. Kale, S. S. (2014). Electrifying India: Regional Political Economies of Development. Palo Alto, Stanford UP.
Assessment: Essay (30%, 3000 words) in the LT.
Essay (35%, 3000 words) and other (20%) in the ST.
Other (15%) in the MT and LT.
Document Analysis (20%, 500 words) in the ST.
Fieldwork video gobbet (15%) in the MT and LT. The main theme of the course is political myths. For this project, students will be asked to find an object in London (or anywhere in the world, but they must visit it in person) that is related to one of the myths discussed in the course. Students will work in pairs to make a roughly 3-minute video describing the object and how it relates to the course. They will then upload the video and other students will comment on it on Moodle; the video and comments will be brought into seminar discussions.

HY330
From Tea to Opium: China and the Global Market in the Long Eighteenth Century

This information is for the 2017/18 session.

Teacher responsible: Dr Chung Yam Po SAR.2.18
Availability: This course is available on the BA in History, BSc in

Government and History and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Did China foster or resist the early wave of globalisation? How should we situate China within the global context prior to the First Opium War? Compared with the Dutch and the British, in what ways did the Chinese interact with the world that had been created by global trade? Had China already become the world factory in the eighteenth century? Using both primary and secondary sources, this seminar examines these questions by looking at the production, circulation and consumption of a variety of commodities that were exported from and imported to China. If we agree that a commodity has its own social life and history, then we can also examine its story in order to complicate our understanding of China's role and significance in the global market throughout the long eighteenth century.
This seminar is divided into two parts. In Part I (the first five sessions) we will historicise the political, social and economic background of the Qing dynasty in the early modern period. From week to week, we will identify remarkable watersheds that changed or transformed the way that China engaged in or became disengaged from the global market, covering the China Seas, Indian Ocean, Atlantic and Pacific. We will also focus on port cities in China and Southeast Asia, so as to illustrate exactly how peoples and places facilitated the flow of commodities on a global scale. In Part II (the remaining sixteen sessions) we will study a series of commodities that each fits under different featured themes, such as 'When Silk was Gold', 'Pepper and Parley', 'Camphor and Taiwan' and 'Opium and Power'.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Weekly two-hour seminars. There will be a reading week in the Michaelmas Term and the Lent Term and a revision session in the Summer Term.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Kenneth Pomeranz, Steven Topik, The World that Trade Created (London and New York: Routledge, 2012). Frank Trentmann (ed.), The Oxford Handbook of the History of Consumption (Oxford: Oxford University Press, 2012). John E. Wills, Jr., Pepper, Guns, and Parleys (Cambridge, MA.: Harvard University Press, 1974). Gang Zhao, The Qing Opening to the Ocean: Chinese Maritime Policies, 1684-1757 (Hawaii: University of Hawaii Press, 2013). Maxine Berg (ed.), Goods from the East, 1600-1800: Trading Eurasia (Houndmills, Palgrave Macmillan, 2015). Peter J. Kitson, Forging Romantic China: Sino-British Cultural Exchange 1760–1840 (Cambridge: Cambridge University Press, 2013). Sucheta Mazumdar, Sugar and Society in China: Peasants, Technology, and the World Market (Cambridge, MA: Harvard University, 1998). Jean McClure Mudge, Chinese Export Porcelain for the American Trade, 1785-1835 (Newark: University of Delaware Press, 1981). Sarah Rose, For All the Tea in China: Espionage, Empire, and the Secret Formula for the World's Favourite Drink (London: Hutchinson, 2009). Shelagh Vainker, Chinese Silk: A Cultural History (London: British Museum Press, 2004). Carol Benedict, Golden-Silk Smoke: A History of Tobacco in China, 1550-2010 (Berkeley: University of California Press, 2011). Zheng Yangwen, The Social Life of Opium in China (Cambridge: Cambridge University Press, 2005).
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (35%, 3500 words) in the LT.
Presentation (15%) in the MT and LT.

IR100
Theories and Concepts of International Relations

This information is for the 2017/18 session.

Teacher responsible: Dr George Lawson CLM.5.12
Availability: This course is compulsory on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available on the BSc in Environment and Development. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: An examination of the concepts designed to explain the nature of contemporary international relations.
1. The emergence of the discipline and the nature of its subject matter.
2. Key agential concepts in IR: state; empire; international and subnational agents; foreign policy.
3. Key structural concepts in IR: the states system; Euro-centrism, globalisation, post-colonialism; global governance; security.
4. Key institutional concepts in IR: international society; great powers; diplomacy; war; balance of power; international law and human rights.
5. Key sociological concepts in IR: power and sovereignty; intervention; gender; anarchy.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to write three essays of approximately 1,500 words. They will also be required to give at least one class presentation.
Indicative reading: A full course description and guide to reading will be provided: relevant course texts include J Baylis & S Smith (Eds), Globalisation and World Politics, 2nd edn, (Oxford UP, 2001); C Brown, Understanding International Relations, 2nd edn (Macmillan, 2001); R Jackson & G Sørensen, Introduction to International Relations (OUP, revised edn., 2003).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
Sample papers are included in the full course description.

IR200
International Political Theory

This information is for the 2017/18 session.

Teacher responsible: Dr Jennifer Jackson-Preece COW.2.06
Availability: This course is compulsory on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available on the BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course consists of a two-part survey of international political theory. The first part deals with normative political theory. The focus is on debates provoked by classical thinkers such as Grotius, Hobbes, Kant and Marx. The second part of the course concerns contemporary IR theory. It explores the ways of explaining and understanding international relations associated with the major paradigms, such as realism, liberalism, and constructivism . Topics covered include war, peace, international law and order, international justice, intervention and non-intervention, sovereignty, diplomacy, revolution and counter-revolution, nationalism and national self-determination.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Students on this course will have a reading week in Week 6, in line

with departmental policy.
Formative coursework: Students are required to write three essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation.
Indicative reading: A F Lang, Jr., International Political Theory; C Brown, Understanding International Relations; H Bull, The Anarchical Society; E H Carr, The Twenty Years' Crisis; I Clark, The Hierarchy of States; M Donelan, Elements of International Political Theory; F H Hinsley, Power and the Pursuit of Peace; M Wight, International Relations: The Three Traditions; K Hutchings, International Political Theory; C Brown, T Nardin & N Rengger, International Relations in Political Thought; H Biddel, C Sylvest & P Wilson, Classics of International Relations. A full course guide and reading list, will be available on Moodle at the beginning of the course. This will set out the structure and content of the course and providing detailed guidance on reading, sample examination questions, suggested essay titles, and topics for class discussion.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
The examination paper requires that three questions be answered out of twelve.

IR202
Foreign Policy Analysis 1

This information is for the 2017/18 session.

Teacher responsible: Prof Christopher Alden CLM.5.13
Availability: This course is compulsory on the BSc in International Relations and BSc in Politics and International Relations. This course is available on the BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is not examinable as a course in itself. It can only be taken as an examinable course if taken in conjunction with IR202.2.
Course content: The course analyses various theoretical perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states. Foreign Policy Analysis as a sub-discipline of IR; the problem of formulating goals and choosing policy instruments; the role of leadership and psychological elements in policy making; the rational actor model; bureaucratic politics; the impact of history and identity on foreign policy; domestic sources of foreign policy including public opinion, pressure groups and constitutions; the motivations underpinning foreign policy; the role and influence of transnational actors in relation to foreign policy making; foreign policy crises. The discussion classes combine a discussion of these themes with their application to the foreign policies of major powers in the international system. A detailed programme of lectures will be provided at the start of the session.
Teaching: 10 hours of lectures and 8 hours of classes in the MT. 10 hours of classes in the LT. 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to write three essays of about 1,500 words each for their class teachers during the course and to make presentations in the discussion classes.
Indicative reading: C Alden and A Aran, Foreign Policy Analysis – New Approaches, Routledge, 2011; C Hill, The Changing Politics of Foreign Policy, Palgrave, 2003; S Smith, A Hadfield and T Dunne (Eds), Foreign Policies: Theories, Actors and Cases, Oxford University Press, 2007.
A full list of references will be provided at the start of the course.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR202.2
Contemporary Foreign Policy in Practice

This information is for the 2017/18 session.

Teacher responsible: Prof Christopher Alden CLM.5.13
Availability: This course is compulsory on the BSc in International Relations. This course is available on the BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is not examinable as a course in itself. It can only be taken as an examinable course if taken in conjunction with IR202. It is only available as credit for General Course students as part of IR202 as a whole.
Course content: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available. An analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period. This year there will be lectures on Britain, China, the United States and the Soviet Union/Russia. Additional country case studies will be included for the remainder of lectures including some or all of the following: Indonesia, Brazil, South Africa, Iran, India and Japan.
Teaching: 15 hours of lectures in the LT.
Indicative reading: Recommended texts include
(a) The United States: J Ikenberry (Ed), American Unrivaled: the Future of the Balance of Power (Ithaca, NY: Cornell UP 2002); N Ferguson, Colossus: the Price of American Empire (New York: Penguin 2004); C Kegley & E Wittkopf, American Foreign Policy: Patterns and Process (Basingstoke: Macmillan 1996). (b) The United Kingdom: M Curtis, The Ambiguities of Power: British Foreign Policy Since 1945 (London: Zed Press, 1995); J Dumbrell, A Special Relationship: Anglo-American relations in the Cold War and after, Palgrave, 2001. (c) The Soviet Union/Russia: R Donaldson & J Nogee, The Foreign Policy of Russia: Changing Systems, Enduring Interests (London: M E Sharpe, 1998); F Fleron, et al (Eds), Classic Issues in Soviet Foreign Policy: From Lenin to Brezhnev (New York, Aldine de Gruyter, 1991); F Fleron, et al (Eds), Contemporary Issues in Soviet Foreign Policy: From Brezhnev to Gorbachev (New York, Aldine de Gruyter, 1991). (d) China: T W Robinson & D Shambaugh (Eds), Chinese Foreign Policy: Theory and Practice (Oxford: Clarendon Press, 1994); S Zhao (Ed), Chinese Foreign Policy: Pragmatism and Strategic Behavior (Armonk, NY, M E Sharpe, 2003), David M. Lampton (Ed), The Making of Chinese Foreign and Security Policy in the Era of Reform (Stanford UP 2001).

IR203
International Organisations

This information is for the 2017/18 session.

Teacher responsible: Dr Ulrich Sedelmeier Room CLM.5.06.
Availability: This course is compulsory on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available on the BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students should have a background in International Relations. Prior familiarity with international relations theory is an advantage, but not necessary.
Course content: The course draws on theories of international institutions to explain comparatively key aspects of the role of International Organisations in international politics. These questions include why states create International Organisations,

why states transfer certain powers to them, and what impact they have on the practice of international cooperation with regard to matters of concern to international society such as the maintenance of international peace and security, the management of international economic relations, the promotion of international environmental standards, or the protection of human rights. International organisations to be discussed include the United Nations, the International Monetary Fund, the World Bank, the World Trade Organization, NATO, and regional organisations like the European Union.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 2 hours of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are expected to write two essays of a maximum length of 1,500 words. The first will be due in the Michaelmas Term and will provide the basis for feedback prior to the submission of the assessed coursework as well as preparation for the exam. The second will be due in the Lent Term and will provide the basis for feedback prior to the Summer Term exam. In addition, student will give at least one class presentation (introduction to discussion). Class teachers will mark the essays and provide feedback on student presentations.
Indicative reading: Ian Hurd (2013): *International Organizations: Politics, Law, Practice*, 2nd edition (Cambridge: Cambridge University Press); Volker Rittberger, Bernhard Zangl and Andreas Kruck, *International Organization: Polity, Policy, Politics*, 2nd ed. (Basingstoke: Palgrave, 2012).
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the MT.
The assessed essay will be from a fixed range of questions. The essay topics will be posted on Moodle in Week 9 of the MT and will focus on the theories and conceptual material covered in the first part of the course. The essay will be due in Week 11 of the MT.

IR205
International Security

This information is for the 2017/18 session.

Teacher responsible: Prof Peter Trubowitz CLM.4.05 and Dr Milli Lake
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History, BSc in International Relations and Mandarin and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The aim of this course is to give students a thorough introduction to the literature on international security, both theoretical and policy-oriented. This course is organised into three main parts. The first part introduces students to the concept of security, examines competing theoretical approaches to international security, and considers how the field has changed over time. The second section of the course analysis the causes of interstate and intrastate war and conflict as well as the processes of conflict management, war termination, and peacebuilding. The last part of the course takes up 'new' security issues, including humanitarian military intervention, terrorism and counter-terrorism, cybersecurity, and climate change. By exploring these and related issues, students will gain a greater understanding of how different traditions of analysis, from mainstream studies of deterrence and war, to constructivist treatments of securitisation, to recent developments in critical security studies, think about international security and contemporary international security issues.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Classes are compulsory. Students will be expected to contribute to class discussions and present papers each week.
In line with departmental policy, students on the course will have a reading week in Week 6.
Formative coursework: Students will submit two formative essays: one in Week 7 of the MT; one in Week 2 of the LT. Students may use these to develop ideas for their summative essay Students will submit a 2 page outline of their assessed essay in the LT. This will consist of a research question, an overview of the argument, a draft structure and and an indicative reading list. Feedback will be provided via email and/or individual meetings with students.
Indicative reading: Rita Abrahamsen and Michael Williams, 'Securty beyond the State: global security assemblages in international politics' International Political Sociology (3:1 2009), pp.1-17. Emanuel Adler, "The Emergence of Cooperation: National Epistemic Communities and the Intl Evolution of the Idea of Nuclear Arms Control," IO 46 (winter 1992). Tarak Barkawi and Mark laffey, 'The Postcolonial Moment in Security Studies', Review of International Studies (32: 2006), pp.329-352. Ken Booth, Critical Security Studies and World Politics (Reiner: 2005). Barry Buzan, Ole Wæver and Jaap de Wilde (1998), Security: A New Framework for Analysis, (Boulder, CO.: Lynne Rienner: 1998). Carl von Clausewitz; Michael Eliot Howard and Peter Paret, editors (1976) Chap. 1.1-1.2 In von Clausewitz On War, 75–99. Paul Collier and Anke Hoeffler (2004) "Greed and Grievance in Civil War", Oxford Economic Papers 56(4). Columba Peoples and Nick Vaughan-Williams, Critical Security Studies: An Introduction (Routledge: 2010). Michael W. Doyle, "Liberalism and World Politics," in Betts, Conflict After the Cold War. James Fearon, "Rationalist Explanations for War," IO 49/3 (1995): 379-414. Robert Jervis, "Cooperation Under the Security Dilemma," in Betts, Conflict After the Cold War. Lene Hansen, Security as Practice: Discourse Analysis and the Bosnian War, London: Routledge: 2006). Stathis Kalyvas, (2005) The Logic of Violence in Civil War, Cambridge, UK: Cambridge University Press. Peter Katzenstein, ed, The Culture of National Security: Norms and Identity in World Politics, New York: Columbia, 1996. Roland Paris, "Human Security: Paradigm Shift or Hot Air?" International Security 26:2 (fall 2001): 87-. Thomas Schelling, Arms and Influence, Yale, 1966, chs 1-5, pp. 1-220. Laura Sjoberg, Gender, War and Conflict (Polity: 2014). J. Anne Tickner, "Re-Visioning Security," in Ken Booth and Steve Smith, eds., International Relations Theory Today, Penn State, 1995, pp. 175-97. Stephen Walt, "The Renaissance of Security Studies," International Studies Quarterly 35, 2 (1991): 211-239. Alexander Wendt, "Anarchy is What States Make of It," in Betts, Conflict After the Cold War.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 2500 words) in the LT.

IR206
International Political Economy

This information is for the 2017/18 session.

Teacher responsible: Dr M Hearson 95A.1.12
Availability: This course is available on the BSc in Economics, BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Students from other degree programmes will be admitted by permission of the Course Coordinator, including BSc Economic History
Course content: The course examines the role of power and politics in international economic relations. Besides international structural factors, it emphasises the role of domestic political interests and their influence over foreign economic policies. Major approaches covered include historical views on international political economy, and contemporary systemic theories of international cooperation, interest groups politics. ideas and

institutions. The course provides an overview and explanation of the international monetary and trade systems since 1944. It also discusses current debates on trade, monetary policy, the political roots of financial crises, globalisation and the retreat of the state, and environmental protection.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
An optional 10 hours lecture series 'An Intro to Economics' will be available to students on the course in the Michaelmas Term.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students write two essays of a maximum length of 1,500 words, and give at least one class presentation.
Indicative reading: Basic references are: J Frieden & D Lake, International Political Economy; T Oatley, International Political Economy; R Palan, Global Political Economy: Contemporary Theories; J Ravenhill, Global Political Economy; S Strange, States and Markets; A Walter & G Sen, Analyzing the Global Political Economy. A detailed reading list will be given at the beginning of the course.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
In the examination students will answer three questions chosen from twelve.

IR305
Strategic Aspects of International Relations

This information is for the 2017/18 session.

Teacher responsible: Prof Christopher Coker CLM 5.09
Availability: This course is available on the BSc in Environmental Policy with Economics, BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Also open to students from the other University of London institutions by arrangement with the teacher.
Course content: Analyses various perspectives on strategy and war, the way war is conducted by states and within states and focuses on the way different cultures understand strategic outcomes. The attempt to humanise war; the western way of warfare; non-western ways of war, including Asian/Middle East; asymmetrical warfare; Globalisation and Security; Clausewitz and the western way of warfare; war and the risk society, war in the developing world; war and genocide, terrorism, the 'end of war' thesis. The discussion classes combine a discussion of these topics with their application by states in the international system.
Teaching: 10 hours of lectures and 8 hours of classes in the MT. 6 hours of lectures and 9 hours of classes in the LT.
The classes are compulsory. Students will be expected to contribute to class discussions and present papers each week.
Students on this course will have a reading week in Week 6 in line with departmental policy.
Formative coursework: Students will be required to write three essays (c. 1,500 words each) in the course of the year, in MT and LT.
Indicative reading: Daniel Pick, The War Machine; Martin van Creveld, War and Technology; Charles Gray, Post-Modern War; Martin van Creveld, On Future War; John Keegan, A History of Warfare.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR312 Half Unit Not available in 2017/18
Genocide

This information is for the 2017/18 session.

Teacher responsible: Dr Jens Meierhenrich CLM 6.07
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
This course cannot be taken in conjunction with SO309 Atrocity and Justice.
This course will not be available 2017-18.
Course content: This lecture course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, and the former Yugoslavia, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present - and for critically assessing the promise and limits of responding to collective violence.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to research and write one formative essay (1,500 words). In order to ensure a broad acquisition of knowledge, students should diversify the subject matter of their essays. In addressing a given essay topic, students must seek to integrate theory and history and bring empirical evidence to bear on the research question they have chosen. In constructing their answers, students may examine a number of cases, drawing comparisons among them, or may focus on a single case. Essays must be fully - and carefully - referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be made in hard copy.
Indicative reading: Zygmunt Bauman, Modernity and Holocaust (Ithaca: Cornell University Press, [1989] 2000). Christopher R. Browning, The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939-March 1942, with contributions by Jürgen Matthäus (London: Heinemann, 2004). Virginia Page Fortna, Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War (Princeton: Princeton University Press, 2008). Robert Gellately and Ben Kiernan, eds., The Specter of Genocide: Mass Murder in Historical Perspective (Cambridge: Cambridge University Press, 2003). John Hagan and Wenona Rymond-Richmond, Darfur and the Crime of Genocide (Cambridge: Cambridge University Press, 2008). Stathis N. Kalyvas, The Logic of Violence in Civil War (Cambridge: Cambridge University Press, 2006). Michael Mann, The Dark Side of Democracy: Explaining Ethnic Cleansing (Cambridge: Cambridge University Press, 2005). Jens Meierhenrich, Genocide: A Reader (Oxford: Oxford University Press, 2014). Jens Meierhenrich, Genocide: A Very Short Introduction (Oxford: Oxford University Press, 2016).
Anne Orford, International Authority and the Responsibility to Protect (Cambridge: Cambridge University Press, 2011). Filip Reyntjens, The Great African War: Congo and Regional Politics, 1996-2006 (Cambridge: Cambridge University Press, 2009).

William A. Schabas, Genocide in International Law: The Crimes of Crimes, Second edition (Cambridge: Cambridge University Press, 2009). Karen E. Smith, Genocide and the Europeans (Cambridge: Cambridge University Press, 2010). Wolfgang Sofsky, The Order of Terror: The Concentration Camp, translated by William Templer (Princeton: Princeton University Press, [1993] 1997). Charles Tilly, The Politics of Collective Violence (Cambridge: Cambridge University Press, 2003). Eric D. Weitz, A Century of Genocide: Utopias of Race and Nation (Princeton: Princeton University Press, 2003).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR313 Half Unit
Managing China's Rise in East Asia

This information is for the 2017/18 session.

Teacher responsible: Dr Jurgen Haacke CLM 7.09
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available to General Course students.
Course content: The main focus of this class-based half-course on the contemporary international relations of East Asia is the management of China's rise. The course begins by exploring China's re-emergence as a major regional power, in part by discussing the economic, political and military dimensions of Chinese power, China's evolving identity, as well as the major aspects of its declaratory and substantive foreign and security policy. It also examines from different theoretical and political perspectives the implications that China's rise has been posing for East Asia. As regards the management of China's growing capabilities, status and ambitions, the course explores what political and security strategies vis-à-vis China have in turn been adopted by the key states that are either resident in or have a significant presence in the wider East Asia, such as the United States, Japan, Russia and India. The course also explores the ways in which China's rise has impacted on conflicts in the South China Sea and on the Korean peninsula, and the nature of the management of China's rise by states from continental and maritime Southeast Asia. It moreover examines how regional arrangements and institutional frameworks for dialogue and cooperation led by lesser regional states have served the management of China's rise. Concepts and theories from International Relations will be drawn upon as appropriate.
Teaching: 20 hours of classes in the LT. 2 hours of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will write two essays with a maximum length of 2,000 words and present on class topics.
Indicative reading: William A. Callahan, China the Pessoptimist Nation (Oxford: Oxford University Press, 2010); Thomas J. Christensen, The China Challenge: Shaping the Choices of a Rising Power (New York: W.W. Norton, 2015). Aaron L. Friedberg, A Contest for Supremacy: China, America, and the Struggle for Mastery in Asia (New York: W.W.Norton, 2011); Jonathan Holslag, China's Coming War with Asia (Cambridge: Polity, 2015). Alastair Iain Johnston and Robert S. Ross, eds, Engaging China: The Management of an Emerging Power (London: Routledge, 1999); Rex Li, A Rising China and Security in East Asia: Identity Construction and Security Discourse (Abingdon: Routledge, 2009); Gilbert Rozman, Chinese Strategic Thought toward Asia (New York: Palgrave Macmillan, 2010); David Shambaugh, ed., Power Shift: China and Asia's New Dynamics (Berkeley: University of California Press, 2005); Sheila Smith, Intimate Rivals: Japanese Domestic Politics and a Rising China (New: Columbia University Press, 2015). Ian Storey, Southeast Asia and the Rise of China: The search for security (London: Routledge, 2011); Robert G. Sutter, U.S.-Chinese Relations: Perilous Past, Pragmatic Present, 2nd ed (Rowman & Littlefield, 2013); Michael Yahuda, Sino-Japanese Relations After the Cold War: Two Tigers Sharing a Mountain (Abingdon: Routledge, 2013).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

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

This information is for the 2017/18 session.

Teacher responsible: Dr Jurgen Haacke CLM 7.09
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available to General Course students.
Course content: This class-based half unit course examines key aspects of the contemporary international relations of Southeast Asia, with the primary focus being on the intramural relations of the member states of the Association of Southeast Asian Nations (ASEAN). In order to contextualise these intramural relations, the course first explores the different domestic political contexts in which Southeast Asian decision-makers operate, the historical backdrop to the region's major intrastate and interstate conflicts and disputes, and the key security issues and challenges affecting the region and individual states. The course also, secondly, engages in a comparative analysis of the foreign and security policies of the five original member states of ASEAN that will, for instance, take account of the influence of geographical factors, the relevance of ethnic politics and nationalism, political change, leadership ambitions, and the main economic and security interests pursued by governments. Finally the course explores how the respective domestic backdrop and foreign policy outlook of Southeast Asian states have shaped the nature, effectiveness and limits of ASEAN as a vehicle for intramural political-security cooperation. In this context, the course assesses the grouping's efforts to establish an ASEAN political-security community. The course will conclude by comparing the role played respectively by the ASEAN states and extra-regional powers in managing regional security and order. Concepts and theories drawn from International Relations, and especially Foreign Policy Analysis, will be applied as appropriate.
Teaching: 20 hours of classes in the MT. 2 hours of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will write two essays with a maximum length of 2,000 words and present on class topics.
Indicative reading: Beeson, Mark (2009) Contemporary Southeast Asia, 2nd ed. (Houndmills, Basingstoke: Palgrave Macmillan); Acharya, Amitav (2014), Constructing a security community in Southeast Asia: ASEAN and the problem of regional order, 3rd ed. (Abingdon: Routledge); Ganesan, N. and Ramses Amer, eds (2010) International Relations in Southeast Asia: Between Bilateralism and Multilateralism (Singapore: ISEAS); Leifer, Michael (2000) Singapore's Foreign Policy: Coping with Vulnerability (London and New York: Routledge); Saravanamuttu, Johan (2010) Malaysia's Foreign Policy: The First Fifty Years-Alignment, Neutralism, Islamism (Singapore: ISEAS); Severino, Rudolfo (2006) Southeast Asia in Search of an ASEAN Community (Singapore: ISEAS); Slater, Dan (2010_ Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia (Cambridge: Cambridge University Press); Tan, Andrew T.H., ed., A Handbook of Terrorism and Insurgency in Southeast Asia (Cheltenham: Edward Elgar, 2007).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR315
The Middle East and International Relations Theory

This information is for the 2017/18 session.

Teacher responsible: Dr Katerina Dalacoura
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed International Political Theory (IR200). Or an equivalent course.
Course content: The course applies the theories and conceptual tools of the discipline of International Relations to the study of the Middle East region. It uses the empirical material offered by the history, politics, political economy and international politics of the region to explore these concepts and theories. More specifically, it concentrates on the areas of foreign policy analysis, international political economy, gender, the study of international norms and conflict and peace studies. It explores the applicability of various International Relations theories (for example, realism and neo-realism; neo-liberalism; constructivism; English School; neo-Marxism and structuralism; and post-colonialism) to the study of the region.
Teaching: 10 hours of lectures and 8 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Three essays of 1,500 words each.
Indicative reading: Raymond Hinnebusch, The International Politics of the Middle East (Manchester University Press, 2003); Fred Halliday, The Middle East in International Relations: Power, Politics, and Ideology (CUP, 2005); Shibley Telhami and Michael Barnett, Identity and Foreign Policy in the Middle East (Cornell University Press, 2002); Michael Barnett, Dialogues in Arab Politics (Columbia University Press, 1998); Simon Bromley, Remaking Middle East Politics (Polity Press, 1994); Baghat Korany and Ali Dessouki, The Foreign Policies of Arab States (The American University of Cairo Press, 2008).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR317 Half Unit
American Grand Strategy

This information is for the 2017/18 session.

Teacher responsible: Prof Peter Trubowitz CLM 4.05
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None
Course content: This course explores American foreign policy at the broadest level of analysis – the level known as grand strategy. The course showcases the main theoretical perspectives that inform the study of grand strategy and applies them to historical and contemporary cases of American statecraft. In this connection, we will assess the relevance of the U.S. experience for theorizing about power politics and the implications of alternative theories for thinking critically about American international behavior. Emphasis is placed on the debates and controversies that animate the study of grand strategy, as well as of the unique challenges posed by making foreign policy in the American political, economic, and cultural context.
Teaching: 10 hours of lectures and 15 hours of classes in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will write one short (1,200) words formative essay based on questions from previous exam papers. The essay will be due in Week 7 of the LT. Students will be able to use the essay to explore ideas that they might wish to develop in their assessed essay.
Students will provide a 1-2 page outline of their assessed essay by the end of Week 9 LT. This will be returned with comments and feedback by the end of the LT.
Indicative reading:
• G. John Ikenberry and Peter L. Trubowitz, American Foreign Policy: Theoretical Essays (Oxford University Press, 2014)
• Gaddis
• Garfinkle
Assessment: Essay (100%, 2500 words) in the ST.
Students will write a 2,500 word assessed essay selecting from a list of topics and questions provided by the course coordinator. The essay will be due at the end of Week 1 of the ST.

IR318 Half Unit
Visual International Politics

This information is for the 2017/18 session.

Teacher responsible: Prof William Callahan CLM 5.07
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed International Political Theory (IR200).
Course content: We live in a visual age. Images play an increasingly important role in shaping international political events and our understanding of them. The objective of this course is to examine how visual sources - maps, photographs, film, television, new media - influence international political phenomena, our perception of them, and public responses to them. The course has conceptual, empirical, and practical objectives.
At a conceptual level students will acquire knowledge of key theoretical and methodological debates necessary to study visual international politics. At an empirical level, students will gain a better understanding of several concrete instances where images helped to shape international political phenomena, from wars to humanitarian crises, from global social movements to alternative world orders. At a practical level, students will learn how to make a short documentary film.
Teaching: 9 hours of lectures and 20 hours of classes in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 case study and 1 essay in the LT.
Indicative reading: Campbell, David (2007) 'Geopolitics and Visual Culture: Sighting the Darfur Conflict 2003-05'. *Political Geography* 26(4): 357-382. Der Derian, J. (2009). *Virtuous War: Mapping the Military-Industrial-Media-Entertainment-Network*. New York: Routledge. Evans, Jessica and Stuart Hall, eds. (1999) *Visual Culture: The Reader*. London: Sage. Harley, J.B. (1989) 'Deconstructing the Map', *Cartographica* 26(2): 1-20. MacDonald, Fraser, et al. (2010) *Observant States: Geopolitics and Visual Culture.* London: I.B. Tauris. Mitchell, W.J.T. (1994) *Picture Theory: Essays on Verbal and Visual Representation*. Chicago: University of Chicago Press. Rose, Gillian (2012) *Visual Methodologies: An Introduction to Researching with Visual Materials.* London: Routledge. Shapiro, Michael J. (2011) *Cinematic Geopolitics*. London: Routledge. Thongchai Winichakul (1994) *Siam Mapped: A History of the Geo-body of a Nation*. Honolulu: University of Hawai'i Press. Weber, Cynthia (2011) *'I am an American': Filming the Fear of Difference*. Chicago: University of Chicago Press.
Assessment: Project (50%) in the LT.
Essay (50%, 2500 words) in the ST.
The project will be a ten minute documentary film, which will be made by groups of 2 or 3 students.

IR319 Half Unit
Empire and Conflict in World Politics

This information is for the 2017/18 session.

Teacher responsible: Dr Martin Bayly CLM.4.08
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed International Political Theory (IR200).
Course content: Many places and peoples in modern world politics have been shaped by relations and histories of imperialism. Across the social sciences and humanities, as in International Relations, there has been an explosion of interest in empire in recent decades. This course explores the violent dimensions of the imperial past and present. It covers histories and social relations of armed conflict in imperial context from "small war" to "counterinsurgency" and the War on Terror; it looks at the ways in which warfare shapes (and is shaped by) the societies, cultures and polities that populate world politics; and it considers some of the intellectual traditions that have arisen out of the experience of, and inquiry into, colonial violence, from the thought of resistance leaders to subaltern and postcolonial studies. The premise of the course is that warfare and violence have been generative forces in shaping world politics, well beyond the times and places of specific battles and killings.
This course aims to familiarise students with scholarship on empire and conflict in International Relations and related disciplines. This involves, first, understanding the limitations of the sovereign nation-state as the basic unit of world politics. For most people in most times and places, international relations have taken imperial form of one kind or another. What would it mean to take empire seriously in international thought and inquiry? The course approaches this question by looking at the relations between empire and globalization in historical and theoretical context. Second, although much scholarship on empire concerns economy and culture, the history of empire is a history of continual warfare and armed resistance. Such "small wars" have shaped society and politics in both the core and periphery of the international system, and often continue to do so long after the guns fall silent (as for example in the case of the US and the Vietnam War). The course will cover the histories, strategies and theories associated with such wars and their effects. Third and finally, the course will explore the intersection between empire and knowledge in political theory and social inquiry. Not only did anti-colonial resistance produce its own theorists, such as Frantz Fanon and Mao Zedong, but in recent decades empire has been the site of new turns in social and political theory and inquiry, as for example in subaltern studies and postcolonialism. The course will introduce students to this work and it applications to understanding world politics.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of classes in the MT.
Additionally, there will be weekly film viewings starting in Week 2.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Lectures
1) Introduction: Empire and International Relations
2) Empire/History/Globalization
3) Empire, the Regions, and World Politics
4) Politics/Strategy/War
5) War and Society in Global Perspective
6) Orientalism and 'Small war'
7) Revolutionary Guerrilla War
8) Counterinsurgency
9) Conflict and Development
10) The War on Terror in North/South Perspective
Undergraduate Class Topics
1) Globalization and History
2) Empire and the Making of Regions
3) War and Politics
4) War and Society
5) Orientalism
6) Revolutionary Guerrilla War
7) Counterinsurgency
8) Case Study: The Wars in Vietnam
9) Empire and the War on Terror
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Tarak Barkawi 'Empire and Order in International Relations and Security Studies', in Denemark, Robert A, ed., The International Studies Encyclopedia, Blackwell Publishing, Blackwell reference online; The International Studies Encylopedia, Vol. III (Chichester: Wiley-Blackwell, 2010), pp. 1360-1379. Inga Clendinnen, Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570, 2nd ed. (Cambridge: Cambridge University Press, 2003). Doty, Roxanne Lynn. (1996) Imperial Encounters: The Politics of Representation in North-South Relations. Minneapolis, MN: University of Minnesota Press. Richard Drinnon, Facing West: The Metaphysics of Indian-Hating and Empire-Building (Norman: University of Oklahoma Press, 1997). A.G. Hopkins, ed., Globalization in World History (London: Pimlico, 2002). Edward Said, Culture and Imperialism (New York: Vintage, 1994 [1993]). Mao Tse-Tung. (2000[1937]) On Guerrilla Warfare. Urbana, IL: University of Illinois Press. Williams, William Appleman. (1972[1959]) The Tragedy of American Diplomacy. New York: Dell. Wolf, Eric R. (1997[1982]) Europe and the People Without History. Berkeley: University of California Press.
Assessment: Essay (100%, 4000 words) in the LT.

IR320 Half Unit Not available in 2017/18
Europe's Institutional Order

This information is for the 2017/18 session.

Teacher responsible: Prof Karen Smith CLM 409
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available to General Course students.
Pre-requisites: Students must have completed International Organisations (IR203).
Course content: Europe is the region with the highest density of organisations in the world. This course will analyse the importance of European organisations for both their member states and international relations in general. It will review the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Much emphasis will be placed on the evolution of West European organisations such as the Council of Europe, the European Union and NATO, but attention will also be given to European organisations in the former communist bloc, trans-European organisations, and sub-regional organisations.
Lecture and class topics:
1. Theorising about Europe's Institutional Order
2. Building Europe's Institutional Order I
3. Building Europe's Institutional Order II
4. Building Europe's Institutional Order III
5. Europe's Institutional Order and the ending of the Cold War
6. Enlarging Europe's institutional order after the Cold War I
7. Integration in Europe after the Cold War
8. Enlarging Europe's institutional order after the Cold War II
9. Europe's security and defence institutions after the Cold War I
10 Europe's security and defence institutions after the Cold War II
Teaching: 15 hours of classes in the LT.
In line with departmental policy, students on the course will have a reading week in Week 6.
Independent study based on the readings is required. Classes provide an opportunity to discuss issues in depth in a small group setting. Attendance at classes is mandatory, as is adequate preparation for participation in each class discussion. Students will be required to give at least one presentation on one of the topics

on the class schedule. Each presenter should provide the class with a one-page outline of the presentation. Presentations should be a maximum of 10 minutes long.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.
Students will produce one short 1,500 word formative essay due in week 6 of the Lent Term. The essay question is to be selected from past exam papers. The purpose of the essay is to provide experience of summarising succinctly and engaging with complex empirical and theoretical material, develop research and writing skills necessary for the assessed essay, and to assist in the development of ideas and arguments for the assessed essay. Independent study, based on the readings indicated on the reading list, is required.
Students will also produce a 1.5-2 page outline of their summative essay in week 9. The outline will include the essay question/title, an overview of the argument, a draft of the structure, and an indicative reading list. Feedback will be given to students by the end of week 10.
Indicative reading: Brent Nelsen and Alexander Stubb, The European Union: Readings on the Theory and Practice of European Integration 4th ed (Palgrave, 2014). Stuart Croft et al, *The Enlargement of Europe* (Manchester University Press, 1999). Peter Stirk and David Weigall (eds), The Origins and Development of European Integration (Pinter, 1999). Desmond Dinan, Europe Recast: A History o the European Union, 2nd ed (Palgrave, 2014). Desmond Dinan, *Ever Closer Union? An Introduction to the European Union*, 4th ed. (Palgrave, 2010). Mette Eilstrup-Sangiovanni (ed), *Debates on European Integration: A Reader* (Palgrave, 2006). William Hitchcock, The Struggle for Europe: the Turbulent History of a Divided Continent 1945 to the Present (Anchor Booksm 2004). Ben Rosamund, Theories of European Integration (Palgrave, 2000)
Assessment: Essay (100%, 3000 words) in the ST.

IR321 Half Unit
Revolutions and World Politics

This information is for the 2017/18 session.

Teacher responsible: Dr George Lawson CLM 5.12
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.
Course content: Revolutions are often considered to be a 'side order' to the 'main course' of International Relations. But as this course explores, the lack of attention paid to revolutions is a mistake – revolutions have played a major part in the making of modern international order. From the 'Atlantic Revolutions' of the late 18th and early 19th centuries to the 'colour revolutions' of the early 21st century, revolutions have been constitutive of notions of sovereignty, order, justice, and more. Revolutions have also been tightly bound up with dynamics of war and peace. This course explores both the theory and practice of revolutions, teasing out their effects and examining the prospects for revolutionary change in the contemporary world.
List of Topics
Part 1 Thinking about revolutions
Week 1 What are revolutions?
Week 2 Key themes in the study of revolutions
Week 3 Revolutions and world politics
Part 2 The experience of revolution
Week 4 The Atlantic 'age of revolutions'
Week 5 Socialist revolutions
(Week 6 Reading week – session on the assessed essay)
Week 7 'Third World' revolutions
Week 8 The 'last great revolution'?
Week 9 'Colour' revolutions
Part 3 Revolution today
Week 10 The Arab uprisings
Week 11 Rethinking revolution
Teaching: 10 hours of lectures and 15 hours of classes in the LT.
The main aim of the course is to provide an opportunity for students to make informed judgments about how and in what ways revolutions have impacted on core features of modern international order. Additional aims include assessment of the place of revolution in the contemporary world and, more generally, the ability to connect theoretical arguments about revolutions with the substantive experience of revolutions.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students will also submit an outline of their assessed essay during Lent Term.
Indicative reading: Doug McAdam, Sidney Tarrow and Charles Tilly (2001) *Dynamics of Contention* (Cambridge: Cambridge University Press). John Foran (2005) *Taking Power* (Cambridge: Cambridge University Press). John Foran, David Lane and Andreja Zivkovic eds. (2008) *Revolution in the Making of the Modern World* (London: Routledge). Jack Goldstone (2014) *Revolutions: A Very Short Introduction* (Oxford, Oxford University Press). Jeff Goodwin (2001) *No Other Way Out* ¿(Cambridge: Cambridge University Press). Fred Halliday (1999) *Revolutions and World Politics* (London: Palgrave). Charles Kurzman (2008) *Democracy Denied* (Cambridge, MA: Harvard University Press). Daniel Ritter (2015) *Unarmed Revolutions* (Oxford: Oxford University Press). Eric Selbin (2010) *Revolution, Rebellion, Resistance* (London: Zed). Theda Skocpol (1979) *States and Social Revolution* (Cambridge: Cambridge University Press).
Assessment: Essay (80%, 3000 words) in the ST.
Presentation (10%) and coursework (10%) in the LT.

IR322 Half Unit
Sovereignty, Rights and Justice: Issues in International Political Theory

This information is for the 2017/18 session.

Teacher responsible: Prof Christopher Brown SHF.3.02
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice.
Sovereignty and the norm of non-intervention; the contemporary international human rights regime; the ethics of war and violence; the politics of humanitarian intervention; the politics of international criminal law and the ICC; global social justice. Further details will be provided at the start of the session.
Teaching: 20 hours of seminars in the MT.
Formative coursework: Students will write one formative essay (1,500 words) due end of week 6; they can use this to develop ideas for the summative essay but students will not be allowed to 'cut and paste' their formative work into the summative essay. Students will produce a 2 page outline of the assessed essay in Week 10. This will set out the research question, an overview of the argument, a draft structure and indicative reading list. Students will receive approval of the research topic and feedback on the outline by the end of Week 11.
Indicative reading: A detailed list of references will be provided: Widely used books include: C Brown, International Society, Global Polity: An Introduction to International Political Theory (2015), Anthony Lang, International Political Theory (2014); Michael Walzer Just and Unjust Wars (2015).

Assessment: Essay (100%, 4000 words) in the LT.
Students will write an essay of 4,000 words on a topic approved by the course convener due in Week 1 of the LT. Full details and guidance will be provided on Moodle and in the first seminar.

IR323 Half Unit
Gender and International Politics

This information is for the 2017/18 session.

Teacher responsible: Dr Katharine Millar - CLM 4.10
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.
Pre-requisites: Students must have completed International Political Theory (IR200).
Course content: The course examines the gendering of both the practices/events studies as international politics and the discipline/study of international relations. The course is grounded in feminist theory, and provides students with an introduction to feminist epistemologies and methods. Students will discover how 'gender matters' to the study and conduct of international politics through an examination of several substantive areas of international politics, including security, development, NGOs and transnational social movements, and international law/organisations. These overarching topics are balanced with issue-specific case studies (eg sexual/sexualised violence in conflict; gendering of informal economy) to be discussed in class. Particular thematic attention will be paid to the on-going construction of global/transnational hierarchies that are gendered and gendering.
Indicative topics to be covered:
1. Where (and why) is gender in international politics?
2. Introduction to feminist theory and its relation to the 'international'
3. Gender, hierarchy and the international system
4. Intersectionality: gender, race, empire
5. Gender, epistemology and the study of international politics
6. Femininity, masculinity and security
7. Gendered mobilities: queer theory, security and migration
8. Gender and poverty/development
9. Feminist activism, NGOs and transnational social movements
10. Gender and global governance.
Teaching: 10 hours of lectures and 15 hours of classes in the MT.
In line with departmental policy, students on the course will have a reading week in in Week 6.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.
Indicative reading: C Enloe, Bananas, beaches and bases: making feminist sense of international politics, rev'd 2nd ed (University of California Press, 2014). C Weber, Queer International Relations: sovereignty, sexuality and the will to knowledge (OUP, 2016).
A Sisson Runyan and S Peterson, Global Gender Issues in the New Millennium 4th ed (Westview Press, 2013). L Sjoberg, Gender, War and Conflict (Polity, 2014). B Ackerly, J True and M Stern (eds), Feminist Methodologies for International Relations (CUP, 2006). C Mohanty, Feminism without Borders: Decolonising Theory; Practicsing Solidarity (Duke University Press, 2003). C Sylvester, Feminist International Relations: An Unfinished Journey (CUP, 2001). G Caglar, L Prugl and S Zwingel, Feminist Strategies in International Governance (Routledge, 2013). M Yenenoglu, Colonial Fantasies: Towards a Feminist Reading of Orientalism (CUP, 2008)
Assessment: Coursework (10%) and essay (90%, 3000 words) in the MT.
The coursework entails weekly short reaction pieces (300 words maximum) engaging with the week's topic/readings to be submitted in advance of each class. These will prepare students to fully engage with the class discussions. Most importantly, they will familiarise students with the feminist epistemological commitments to critique and self-reflection.

IR324 Half Unit
The Practices of Transitional Justice

This information is for the 2017/18 session.

Teacher responsible: Dr Jens Meierhenrich CLM.6.07
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.
Pre-requisites: Students must have completed International Organisations (IR203) and International Political Theory (IR200).
Course content: This taught seminar introduces students to the theory and history of transitional justice. It explores the logic of amnesties, apologies, memorials, lustrations, reparations, trials, truth commission, and related responses to genocide, crimes against humanity, and other mass atrocities. Examining the whole array of historical and contemporary solutions to the problems of 'radical evil' (Immanuel Kant), the seminar assesses the conditions for - and limitations to - achieving order, truth, and justices in domestic politics and international affairs. Utilising insights from political science, law, history, sociology, and philosophy, the seminar will compare alternative institutional designs and divergent choices and consider their real, and imagined, social, political and economic consequences across space and time, from Athens to South Africa to Libya.
Teaching: 20 hours of seminars in the LT. 1 hour of seminars in the ST.
In line with departmental policy, students on the course will have a reading week in Week 6.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students are required to research and write one essay (2,500 words). In addressing a given essay topic, students must seek to integrate, where applicable, theory and history and bring empirical evidence to bear on the research question they have chosen. Essays must be fully—and carefully—referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be made in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays.
Several criteria are applied in the evaluation of student essays, notably: (1) Originality of argument: How unexpected is the advanced claim? (2) Use of literature: Has relevant scholarship been digested and put to good use? (3) Soundness of analysis: Is the inquiry comprehensive and logically consistent? (4) Organisation of evidence: Have argument and evidence been introduced and presented in a compelling manner? (5) Validity of findings: Does the argument remain valid when applied empirically? (6) Clarity of presentation: Are grammar, punctuation, and references flawless?
Indicative reading: Indicative reading list:
Jon Elster, *Closing the Books: Transitional Justice in Historical Perspective* (Cambridge: CUP, 2004). Jens Meierhenrich, Alexander Laban Hinton and Lawrence Douglas (eds), *The Oxford Handbook of Transitional Justice* (Oxford: OUP, 2017). Tricia D Losen, Leigh A Payne and Andrew G Reiter (eds), *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy* (Washington DC: USIP, 2010). Rosalind Shaw and Lars Waldorf (eds), *Localizing Transitional Justice: Interventions and Priorities after Mass Violence* (Stanford: Stanford University Press, 2010). Kathryn Sikkink, *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics* (New York: Norton, 2011)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR325 Half Unit
The Situations of the International Criminal Court

This information is for the 2017/18 session.

Teacher responsible: Dr Jens Meierhenrich CLM.6.07
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.
Pre-requisites: Students must have completed International Political Theory (IR200) and International Organisations (IR203).
Course content: This taught seminar introduces students to the practices of the International Criminal Court (ICC). Focusing on the ICC's ongoing investigations and prosecutions - its so-called 'Situations' - the courses exemplifies the politics of international law in the context of one of the most embattled international organisations in the international system. On the foundation of 'practice theory', it blends methodological approaches from law, the social sciences and the humanities. By adopting an evolutionary perspective to the ICC, the seminar raises - and answers - pertinent theoretical questions about institutional design and development of in international politics. Empirical cases to be discussed include the settings of the ICC's nine Situations (the DRC, Uganda, the Central African Republic, Sudan, Kenya, Libya, Cote d'Ivoire, and Mali) as well as the territories of the ICC's preliminary examinations (Afghanistan, Columbia, Georgia, Guinea, Iraq, Nigeria, Palestine, and Ukraine). Students will learn to work with both court documents and theoretical texts.
Teaching: 20 hours of seminars in the LT. 1 hour of seminars in the ST.
In line with departmental policy, students on the course will have a reading week in Week 6.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students are required to research and write one essay (2,500 words). In addressing a given essay topic, students must integrate theory and history and bring empirical evidence to bear on the research question they have chosen. Essays must be fully - and carefully - referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays.
Several criteria are applied in the evaluation of student essays, notably: (1) originality of argument. (2) use of literature: has relevant scholarship been digested and put to good use? (3) soundness of analysis: is the inquiry comprehensive and logically consistent? (4) organisation of evidence: have argument and evidence been introduced and presented in a compelling manner? (5) validity of findings: does the argument remain valid when applied empirically? (6) clarity of presentation: are grammar, punctuation and references flawless?
Indicative reading: Indicative reading list:
Jens Meierhenrich (ed) 'The Practices of the International Criminal Court, *Law and Contemporary Problems*Special Issue (Vol.76, Nos 3 &4: 2014). Sarah M H Nouwen, *Complementarity in the Line of Fire: The Catalysing Effect of the International Criminal Court in Uganda and Sudan* (Cambridge: CUP, 2013). Benjamin N Schiff, *Building the International Criminal Court* (Cambridge: CUP, 2008). Carsten Stahn (ed), *The Law and Practice of the International Criminal Court* (Oxford: OUP, 2015). Patrick S Wegner, *The International Criminal Court in Ongoing Intrastate Conflicts: Navigating the Peace-Justice Divide* (Cambridge: CUP, 2015)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR326 Half Unit
The Rule of Law: A Global History

This information is for the 2017/18 session.

Teacher responsible: Dr Jens Meierhenrich CLM 607 and Prof Martin Loughlin NAB 712
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History, BSc in Politics and International Relations and LLB in Laws. This course is not available as an outside option. This course is available with permission to General Course students.
Course content: This taught seminar course introduces students to the theory and history of the rule of law, one of the most frequently invoked—and least understood—ideas of political theory and practice. What exactly is the rule of law? Is it still a harbinger of liberty or just the latest manifestation of neocolonial domination? Is it a moral ideal or merely a means to an end? Can it really facilitate democracy, development, and economic growth? And why is the rule of law compatible with authoritarianism? In answer to these and related questions debated in law and the social sciences as well as in international organizations, governments, think tanks, and NGOs the world over, this interdisciplinary course introduces students to important advocates of the rule of law (from A. V. Dicey to the World Bank) and also to notable critics (including Thomas Hobbes, Carl Schmitt, Judith Shklar, and Eric Posner). Through close readings of seminal texts and a global analysis of historical cases and trajectories, students will gain an innovative and in-depth understanding of the promise—and limits—of one of the most foundational concepts of the modern world.
Teaching: 20 hours of seminars in the MT.
In line with departmental policy, students on the course will have a reading week in week 6.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Students will write one formative essay of 1,500 words on an assigned topic. This essay will be used to sketch out ideas for the summative essay. Feedback will be provided on the essay which will aid in the research and writing of the summative essay.
Indicative reading: Tom Ginsburg and Tamir Moustafa, eds., Rule by Law: The Politics of Courts in Authoritarian Regimes (Cambridge: Cambridge University Press, 2008). Paul Gowder, The Rule of Law in the Real World (Cambridge: Cambridge University Press, 2016). R. W., Kostal, A Jurisprudence of Power: Victorian Empire and the Rule of Law (Cambridge: Cambridge University Press, 2005). José Maria Maravall and Adam Przeworski, eds., Democracy and the Rule of Law (Cambridge: Cambridge University Press, 2003). Friedrich Kratochwil, The Status of Law in World Society: Meditations on the Role and Rule of Law (Cambridge: Cambridge University Press, 2014) Eric Posner, The Perils of Global Legalism (Oxford: Oxford University Press, 2009)
Assessment: Essay (100%, 4000 words) in the LT.
Students will submit a 4,000 word essay (100%) due in week 1 of the LT.

IR347 Half Unit Not available in 2017/18
Political Economy of International Labour Migration

This information is for the 2017/18 session.

Teacher responsible: Dr Covadonga Meseguer 95 ALD 1.13
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The mobility of workers is one of the pillars of globalisation. However and surprisingly, international political economists have paid less attention to the political causes and consequences of international migration in comparison to that

paid to other aspects of globalisation such as trade or finance. In this course, we shall employ a political economy perspective to study the historical evolution of migration policy, the relationship between trade and migration, and the political causes and consequences of migration flows. I shall place special emphasis on the study of the political consequences of migration for sending (rather than receiving) countries. We shall also pay attention to an important capital flow associated to international migration: remittances. Rather than focusing on the economic/developmental consequences of remittances, we shall discuss how remittances impact political outcomes as diverse as democratisation, the survival of dictatorships, political clientelism, corruption, political participation, and political accountability.
Week 1. Overview and Introduction
Week 2. Labour Flows and Economic Theory.
Week 3. Causes of International Labour Flows: Economics and Politics.
Week 4. Trade and International Migration in Historical Perspective.
Week 5. The Making of Migration Policy (I): Interests and Institutions.
Week 6. Reading Week
Week 7. The Making of Migration Policy (II): Immigration, the Economy, and Public Opinion.
Week 8. International Migration and International Cooperation
Week 9. Economic Consequences of International Labour Migration for Sending Countries: Remittances.
Week 10. Political Consequences of International Labour Migration for Sending Countries (I): Autocracies.
Week 11. Political Consequences of International Labour Migration for Sending Countries (II): New Democracies.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the MT.
Students are expected to write 1 essay (1500-2000 words) to be handed in Week 8.
Students are expected to make one class presentation.
Indicative reading: Rosenblum, M and Tichenor, D (eds). 2012. The Oxford Handbook of the Politics of International Migration. New York: Oxford University Press. Hatton, T and J. Williamson. 2005. Global Migration and World Economy. Two Centuries of Policy and Performance. Cambridge, MA: MIT Press. Moses, J.W. 2011. Emigration and Political Development. New York: Cambridge University Press. Kapur, D. 2010. Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. Princeton, NJ: Princeton University Press. Solimano, A. 2010. International Migration in the Age of Crisis and Globalization: New York: Cambridge University Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
The paper contains 8 questions, of which two are to be answered.

IR354 Half Unit
Governing International Political Economy: Lessons from the Past for the Future

This information is for the 2017/18 session.

Teacher responsible: Dr James Morrison 95 ALD 1.14
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Some background knowledge of international political economy, such as that provided by IR204 'International Political Economy', will be useful for students taking this course.
Course content: Who governs the global economy? How do they do so? And to what ends do they govern it? This course examines these questions by examining the canonical theories of—and state approaches to—the challenges of global economic governance across the last several centuries. While this course takes history seriously, the primary objective is to use the history to tease out generalisable insights into those challenges we face today.
More generally, this course of study will demonstrate the incomparable insights historical thinking offers in addressing contemporary challenges. History has always been central to the study and practice of international political economy. The most influential scholars and practitioners of international political economy have repeatedly turned to history both to explain, and to offer a fresh perspective on, the great challenges of their day. This course is designed to help students cultivate that invaluable skill and habit of mind.
Proceeding from the seventeenth century to the present, it examines:
- seminal theorists' particular treatments of international political economy
- the ongoing, timeless debate between these theorists
- the major shifts in the global economic order
- the interaction between theories and policy in each shift
The course begins with mercantilism and the 'age of empires.' It then explores the great critics of mercantilism—Adam Smith and David Hume—and the relationship between their critique and the revolutions in IPE that followed. It goes on to analyse the rise of so-called 'English' political economy and the 'First Era of Globalisation' in the 19th Century.
The course then pivots to consider two major challenges to this hegemony of thought and practice. First, it traces the development of socialism from an internal critique through the writings of Marx & Engels to an instantiated alternative system in the early Soviet Union. Second, it considers the German Historical School's return to mercantilism and the ascent of the American Empire onto the global stage. These clash of empires then leads to the cataclysm of the First World War.
In the interwar period, the course analyses the failed attempts to restore the global order. It analyses the radical challenge posed by fascist political economy. It also considers the variety of responses issued by different types of liberals. The course then transitions into a discussion of the several postwar orders, from Keynes's neoliberal institutionalism to Gandhi's rejection of Eurocentric political economy.
Last, the course turns to the modern era. It analyses the trajectories of the postwar global trade and financial systems. It then turns to contemporary issues, such as the post-Cold War order, the 2008 Global Financial Crisis, and the rise of emerging markets.
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay and 2 presentations in the MT.
Indicative reading: Thomas Munn. England's Treasure by Forraign Trade. Adam Smith. An Inquiry into the Nature and Causes of the Wealth of Nations. Karl Marx. Communist Manifesto. JM Keynes. General Theory of Employment, Interest, & Money. Gandhi, Mohandas K. Hind Swaraj or Indian Home Rule.
Assessment: Essay (100%, 2000 words) in the MT.

IR355 Half Unit
Economic Diplomacy

This information is for the 2017/18 session.

Teacher responsible: Dr Stephen Woolcock CLM 613
The course is coordinated by an LSE academic but is supported by an experienced practitioner of economic diplomacy Sir Nicholas Bayne, former UK foreign service and ambassador and Kenneth Heydon (formerly Deputy Director at the OECD in Paris).
Availability: This course is available on the BSc in International

Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 'International Political Economy, will be useful to students taking this course.
Course content: The course introduces students to the theories and analytical frameworks relating to decision-making and negotiation in international economic relations and enables them to develop the skills needed to apply these to cases. It discusses the roles of the main actors, institutional settings and processes involved in domestic decision-making and international economic negotiations, and their interaction. It provides students with both academic and practitioner perspectives of economic diplomacy and offers participants an opportunity to understand the challenges faced by negotiators through the simulation of a current multilateral negotiation.
Teaching: 10 hours of lectures, 10 hours of classes and 1 hour and 30 minutes of workshops in the MT. 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Bayne, Nicholas and Woolcock, S. The new economic diplomacy: decision-making and negotiation in international economic relations, Third edition, Ashgate, Stephen 2013. Buelow, A M Culture and Negotiation, 2011. Checkel, Jeffrey Social constructivisms in global and European politics: a review essay 2004. Odell, John Negotiating the world economy 2000. Putnam, D Robert Diplomacy and Domestic Politics: the logic of two-level games, 1988. Sebenius, J,K Negotiation Analysis: A characterization and review, 1992.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the MT.

IR367 Half Unit
Global Environmental Politics

This information is for the 2017/18 session.

Teacher responsible: Dr Robert Falkner CLM 5.05
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.
Course content: An introduction to concepts and issues in the study of international environmental politics, with special emphasis on the political economy of environmental protection. Environmentalism and the greening of international society; ecological perspectives on international political economy; domestic sources of environmental diplomacy; environmental leadership in international negotiations; international environmental regimes and their effectiveness; the role of nonstate actors (business, NGOs, scientists); corporate environmentalism; private environmental governance; trade and environment; international environmental aid; greening foreign direct investment; climate change; ozone layer depletion; biosafety regulation; deforestation.
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
1 hour of classes in the ST.
Topics:
1. Introduction: The rise of global environmentalism in international politics
2. States and foreign environmental policy
3. Nonstate actors (NGOs and business) in global environmental politics
4. International environmental regimes and regime effectiveness
5. International trade and global environmental protection
6. Global finance, aid and sustainable development
7. Multinational corporations and private environmental governance
8. Climate change: international negotiations and multi-level governance
9. Biosafety: scientific uncertainty and the politics of precaution
10. Deforestation: non-regimes and private governance
Formative coursework: Students will be expected to produce 2 essays in the MT.
Indicative reading: Andresen, S., E. L. Boasson and G. Hønneland (2012). International Environmental Agreements: An Introduction. London, Routledge. Biermann, F. and P. Pattberg, Eds. (2012). Global Environmental Governance Reconsidered. Cambridge, Mass., MIT Press. Chasek, P. S. and L. M. Wagner (2012). The Roads from Rio: Lessons Learned from Twenty Years of Multilateral Environmental Negotiations. New York, RFF Press. Clapp, J. and E. Helleiner (2012). "International political economy and the environment: back to the basics?" International Affairs 88(3): 485-501. Clapp, J. and P. Dauvergne (2011). Paths to a Green World: The Political Economy of the Global Environment. Cambridge, MA, MIT Press. Falkner, R. (2008). Business Power and Conflict in International Environmental Politics. Basingstoke, Palgrave Macmillan. Falkner, R., Ed. (2013). The Handbook of Global Climate and Environment Policy. Cheltenham, John Wiley & Sons. Hoffmann, M. J. (2011). Climate Governance at the Crossroads: Experimenting with a Global Response after Kyoto. New York, Oxford University Press. Young, O. R., L. A. King and H. Schroeder, Eds. (2008). Institutions and Environmental Change: Principal Findings, Applications, and Research Frontiers. Cambridge, MA, MIT Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR368 Half Unit
The Political Economy of Trade

This information is for the 2017/18 session.

Teacher responsible: Dr Stephen Woolcock CLM 6.13
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.
Course content: The course begins with a discussion the intellectual history of free trade and how this has shaped ideas that continue to shape policy today as well as of the core analytical models that assist in any analysis of trade and investment. It covers changes in the nature the of trade and investment in the 21st century, including among other things in the impact of the growth of global supply chains on the political economy of trade and investment. The domestic and international institutional frameworks within which trade and investment policy are conducted are discussed. The course then considers some of the underlying trends in trade towards the use of preferential and plurilateral rather than multilateral approaches. Finally the course covers some of the main topics in current negotiations including in particular agriculture and food security, trade in manufactures, services and investment as well as the inter-relationship between trade and sustainable development.
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1

essay in the LT.
Indicative reading: Heydon. K and Wolcock. S (eds) (2012) The Ashgate Research Companion to International Trade Policy, HF 1379 A 82: e-book and hard copies available. Hoekman. B and Kosteki. (2009) The Political Economy of the World Trading System HF 1359 H69 e-book available but reasonably price in paperback so something to purchase. Martin. L (ed) (2014) Oxford Handbook of The Political Economy of International Trade, available as an e-book.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the LT.
The final examination lasts 2 hours and students will be asked to answer 2 out of 8 questions.

IR369 Half Unit
Politics of Money in the World Economy

This information is for the 2017/18 session.

Teacher responsible: Dr Martin Hearson LCH.2.04
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.
Course content: This course is designed as a component of the study of a global system in which the management and mismanagement of money and finance are matters of fundamental consequence for international relations. It is intended to be of particular relevance to students specialising in international political economy. This is a course in applied international political economy theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the global system. Students are then introduced to the political foundations of international monetary governance. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of global financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as international financial crises, international financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and analytical context.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students are expected to make presentations on topics of their choice and to write one 2,000-word essay, to be marked by the seminar teacher.
Indicative reading: No one book covers the entire syllabus, but the following general works provide a useful introduction: B Eichengreen, Globalizing Capital (2008); A Walter and G Sen, Analyzing the Global Political Economy (2009); R Gilpin, The Political Economy of International Relations (1987), Chapters 4&8; S Strange, Mad Money (1998); J Frieden and D Lake, International Political Economy: Perspectives on Global Power and Wealth, section IIIC; T Porter, Globalization and Finance (2005); D Andrews (ed), International Monetary Power (2006).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR373 Half Unit
China and the Global South

This information is for the 2017/18 session.

Teacher responsible: Prof John Alden CLM 513 and Prof Christopher Hughes 95A 115
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History, BSc in International Relations and Mandarin and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.
Pre-requisites: Foreign Policy Analysis (IR202)
Course content: This course focuses on the substantive role that China plays in the Global South where its preponderance of mterial power and putative developing country status confers upon it a dominant position in bilateral and regional political economies. China's economic position, coupled to an astute use of finances flowing from its mercantilist policies, has enabled it to become the leading trading partner and a significant investor in the developing world. Moreover, the Global South is increasingly figuring in Beijing's expanding security interests and soft power provisions. Interpretations embedded in prevailing academic discourses like socialisation, threat and peaceful rise take on new meaning when studied through the lens of ties with developing countries. Understanding how dynamics in this relationship are impacting upon a host of global and contemporary issues (BRICs, multilateralism, peacekeeping, the environment) is crucial to the shape of the 21st century.
Teaching: 10 hours of lectures and 15 hours of classes in the MT. In line with departmental policy, students on the course will have a reading week in Week 6.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.
Indicative reading: Chris Alden and Chris R Hughes, 'Harmony, Discord and Learning in China's Foreign Policy', China Quarterly, Special Issue (No.9 December 2009), pp.13-34. Chris Alden, 'China and Africa - The Relationship Matures', Strategic Analysis (36:5 2012), pp.701-707. Kevin Gallagher, The China Triangle: Latin America's China Boom and the Fate of the Washington Consensus (OUP: 2016). David Shambaugh, China Goes Global: The Partial Power (OUP: 2014). Carol Wise and Margaret Myers (eds), The Political Economy of China-Latin American Relations in the New Millennium: Brave New World (Routledge: 2016)
Assessment: Essay (80%, 3000 words) in the LT.
Presentation (20%) in the MT.
During the course of the seminars students will participate in a group presentation (20%) and submit a 3,000 word essay (80%) at the start of the LT.

IR377 Half Unit
The Politics of Governance, Development and Security in Sub-Saharan Africa

This information is for the 2017/18 session.

Teacher responsible: Dr Milli Lake
Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.
Course content: This course explores the politics of governance, peace, and security in sub-Saharan Africa as it relates to the broader global context. It will explore the divergent impacts of, and responses to, colonial policies in different locations and their legacies in the contemporary era. It will also explore the different political responses embraced by African leaders and politicians to some of the political, economic, and security challenges of the post-colonial period. In addition to emphasising diversity, the

course also pulls together common challenges such as rapid decolonisation, the Cold War, structural adjustment, civil conflict, human insecurity, humanitarian intervention, and foreign aid.
Teaching: 20 hours of seminars in the LT.
In line with departmental policy, students on the course will have a reading week in week 6.
Formative coursework: Students will be expected to produce 10 other pieces of coursework and 1 other piece of coursework in the LT.
Students on the course will produce a 'journal' composed of weekly short pieces of about 250-300 words focused on a particular country and related to the topic of that week's discussions.
In addition, students will produce an assessed essay outline in week 10 consisting of a research question, an overview of the argument, a draft structure and an indicative reading list. Feedback will be provided via email and/or individual sessions with students.
Indicative reading: Mahmood Mamdani, When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda (PUP: 2001). Alex de Waal, Famine Crimes: Politics and the Disaster Industry in Africa (Indiana University Press: 2009). William Reno, Warfare in Independent Africa (CUP: 2011). Pierre Englebert and Denis Tull, 'Post-Conflict Reconstruction in Africa: Flawed Ideas about Failed States', International Security 32:4 (2008). Séverine Autesserre, 'Dangerous Tales: Dominant Narratives on the Congo and Their Unintended Consequences', African Affairs (2012)
Assessment: Essay (100%, 2500 words) in the ST.
Students will submit a 2,500 word essay (100%) due in week 1 of the ST.

IR398
Dissertation

This information is for the 2017/18 session.

Teacher responsible: Dr George Lawson CLM.5.12
Availability: This course is available on the BSc in International Relations and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.
Course content: Candidates are required to submit a dissertation of up to 10,000 words, excluding bibliography, but including notes and any appendices and tables, by the beginning of May of their final year. The subject of the dissertation can be anything within the syllabus of the undergraduate degree in International Relations at the School. Candidates are required to submit the title of their dissertation for approval by the Course Co-ordinator before the last day of the Michaelmas Term of their third year. They are also required, by the same deadline, to submit to the Course Co-ordinator a brief plan of their proposed study.
Dissertations offer the chance to discover, and deal with, new and interesting material. Students are encouraged to participate in this challenge, which assesses different skills from examinations, and to use the opportunity to enhance their knowledge in an area of particular interest to them. The aim is to develop the ability to make independent judgements and decisions on extracting and analysing the most important and relevant material. The outcome will be the provision of a coherent, sustained, systematically developed, and well supported argument on a topic, predominantly empirical or theoretical, within the field of International Relations. The dissertation may deal entirely with secondary literature. There is no requirement for the use of original material such as unpublished documents, archives, or personal interviews.
The final text should contain a full bibliography of utilised sources. Direct quotations from published or unpublished work must be fully referenced. Standard scholarly practice with regard to referencing the ideas of other scholars should be followed. The completed dissertation must be typed with double spacing on one side of the paper and with a wide left-hand margin. The pages must be numbered consecutively and adequately secured. The first page should bear the full title, the candidate's number (but not name), together with the rubric: 'BSc International Relations 2015/16. Dissertation submitted in partial fulfilment of the requirements of the degree.' All students must add on the cover page of their dissertation a declaration which is required for all work submitted as part of the formal assessment of degrees other than work produced under examination conditions, to the effect that they have read and understood the School's rules on plagiarism and assessment offences at http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm and that the work submitted is their own apart from properly referenced quotations. Further information including detailed information on footnote and referencing style can be found on the IR398 Moodle site.
Teaching: 2 hours of lectures and 4 hours and 30 minutes of classes in the MT. 2 hours of lectures and 1 hour and 30 minutes of workshops in the LT.
There will also be a 1 hour introductory lecture in the Summer Term of the preceding year for those interested in taking this option, IR398 contains lectures on how to formulate a research question, how to structure a dissertation, and how to find and use evidence. Classes explore how questions are formed, how literature is used, and how evidence is deployed. Tutorials are a chance for students to discuss outlines, as well as receive guidance on issues of structure, logic and evidence.
Advice and Assistance
The dissertation is unsupervised and must be entirely the candidate's own work. In no circumstances are teachers within the School or the wider university community, permitted to read or comment upon a draft of the dissertation or any part thereof. This does not mean, however, that students will be without guidance. The Course Co-ordinator will provide guidance on the nature and process of writing a dissertation in the field of International Relations. He will also provide bibliographical guidance, and will be available for consultation throughout the year to help students address more specific problems as and when they arise. Students are encouraging to approach other teachers within the department for bibliographic and general guidance on topics falling within that teacher's particular field of expertise. Students will have ample opportunity to discuss aspects of their topic, general and particular, with fellow students and the Course Co-ordinator throughout the year.
Assessment: Dissertation (100%, 10000 words) in the LT.
Examiners of the dissertation look for a variety of skills and qualities such as: conceptual precision, skill in analysis, organisation of material, clarity of exposition, and capacity for logical reasoning. Examiners also attach weight to accuracy in English spelling, grammar, and punctuation. Candidates should ensure that their submitted dissertation does not exceed the word limit. A penalty will be deducted from the given mark for any dissertation that exceeds 10,000 words. The penalty will be a deduction of 5 points for each 500 words above the word limit (i.e. a 5 point reduction from 10,001 words; a further 5 points from 10,501, etc.). Dissertations over 12,000 words will automatically fail. There is no lower word limit, but students should be aware that it is very difficult to produce a sustained argument to the required standard in less than 8,000 words. For further details, please see the IR 398 Moodle site.
The dissertation must be handed in to room CLM 6.11 by 5 pm on Monday 23 April 2018.
Penalties for the late submission of course work.
(i) Where a course includes course work as part of its assessment, the LSE requires that all students must be given clear written instructions on what is required and the deadline for its submission;
(ii) if a student believes that s/he has good cause not to meet the deadline (e.g. illness), s/he should first discuss the matter with his/her academic advisor or Course Coordinator and seek a formal extension from the Chair of the Examination Sub-Board. Normally extensions will only be granted where there is a good reason backed by supporting evidence (e.g. medical certificate);
(iii) if a student misses the deadline for submission but believes that s/he has good cause which could not have been alerted

in advance s/he should first discuss the matter with his/her academic adviser or the Course Coordinator and seek a formal extension;
(iv) any extension should be confirmed in writing to the student;
(v) if a student fails to submit by the set deadline (or the extended deadline as appropriate) the following penalty will apply:
Five marks out of 100 will be deducted for a Dissertation submitted within 24 hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the Dissertation is submitted.

LL104
Law of Obligations

This information is for the 2017/18 session.

Teacher responsible: Dr Charlie Webb, NAB6.26
Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Introduction to the law of contract, including formation of contracts, express and implied terms, misrepresentation, exclusion clauses, remedies for breach of contract. Introduction to the principles of the law of restitution. Introduction to the law of torts: negligence and other specific torts, causation, defences, remedies for torts.
Teaching: 18 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
The lectures will be given by a number of different teachers. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus.
Formative coursework: Students will be expected to produce up to 4 assignments through the year, set and marked by their class teacher.
Indicative reading: A general reading list will be issued at the commencement of each term. Students should follow the advice of their class teachers as to the textbooks to be read.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL105 Half Unit
Property I

This information is for the 2017/18 session.

Teacher responsible: Dr Tatiana Flessas NAB.5.15
Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in contemporary legal systems. The course encompasses a broad range of established and emergent property forms, ranging from questions of copyright and share ownership to aspects of real property. Extensive use will be made of historical and other general commentaries on the question of property.
Teaching: 20 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Murphy & Roberts, Understanding Property Law; Ryan, Property and Political Theory; Rifkin, The Age of Access.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL106
Public Law

This information is for the 2017/18 session.

Teacher responsible: Dr Jo Murkens
Additional Teachers: Professor Martin Loughlin, Dr Thomas Poole, Dr Andrew Scott, and Professor Conor Gearty.
Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course covers: the conceptual framework of public law; central government and the executive; parliament; multi-layered government (the European Union, devolution and local government); judicial review; and civil liberties and human rights.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT.
Other assignments will be set by the class tutor, as required.
Indicative reading: Basic texts: Martin Loughlin, The British Constitution: A Very Short Introduction (Oxford: Oxford University Press, 2013); A. Le Sueur, M. Sunkin & J. Murkens, Public Law: Text, Cases, and Materials (Oxford: Oxford University Press, 3rd edn, 2016).
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL108
Criminal Law

This information is for the 2017/18 session.

Teacher responsible: Dr Peter Ramsay
Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course examines the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation. The course will discuss the limits to criminalization; the conceptual framework of criminal liability (conduct, responsibility, capacity, defences); criminal law's construction and regulation of interests in property (with particular reference to the offences of theft and fraud); attempts; 'pre-inchoate' offences; regulatory offences (with special reference to drugs); homicide; sexual offences; non-fatal violence against the person; secondary participation in crime.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.
Indicative reading: A detailed reading list will be distributed at the start of the course (for the current list, see the public folders). A number of criminal law textbooks are available, and students will be expected to read the relevant parts of the most recent editions of one of these, e.g. Nicola Lacey, Oliver Quick & Celia Wells, *Reconstructing Criminal Law*; Andrew Ashworth and Jeremy Horder, *Principles of Criminal Law*; Jonathan Herring, *Criminal Law: Text, Cases and Materials*; M. Allen, *Introduction to Criminal Law*. They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL109 Half Unit
Introduction to the Legal System

This information is for the 2017/18 session.

Teacher responsible: Dr Meredith Rossner, Ms Insa Koch and Prof Linda Mulcahy
Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Outline:
The course is designed as a foundation course to familiarise law students with the basic characteristics and functioning of legal systems.
The course will include:
1. What is law?
2. Reading Law: Statutory interpretation
3. Reading Law: Common law and judicial precedent
4. Legal pluralism
5. The vanishing trial and adjudication
6. Alternative dispute resolution
7. Restorative Justice
8. Punishment and democracy
9. The Legal profession and judicial diversity
10. Lay justice
Teaching: 20 hours of lectures and 9 hours of classes in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: This is a Moodle course, with the course materials, lecture outlines, class reading and suggestions for further reading set out through links to relevant sites. The main background book for the course is Carl F Stychin and Linda Mulcahy (eds), Legal Methods and Systems: Text and Materials, 4th ed (2010) Thomson (Sweet and Maxwell).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL201
Administrative Law

This information is for the 2017/18 session.

Teacher responsible: Prof Thomas Poole NAB7.19
Additional Teachers: Professor Carol Harlow
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Outline:
Administrative Law is a vital subject throughout the modern world. An understanding of the role which it plays is essential to private practitioners. Commercial lawyers frequently come into contact with regulatory agencies whose special procedures derive from administrative law. Dealings with international agencies (including the European Union) are often governed by administrative law. Public law expertise opens the way to good careers in government service. There is a flourishing Administrative Law Bar, reflected in well-established sets of chambers.
The course aims to reflect the wider dimensions of administrative law, stressing links with public administration, commerce and politics. We emphasise the functions of law in the administrative process and the constitutional role of judicial review. We also aim to show how membership of the European Union and adherence to the European Convention on Human Rights has influenced our system of public law. We look at the way in which changed systems of governance, especially the rapid growth of regulatory agencies, can be reflected in and controlled by traditional rules of administrative law. We consider alternative dispute resolution, including public inquiries or the Citizens' Charter. In addition to compulsory essays there are opportunities for presentation of papers.
Syllabus:
Theories of administrative law. Decision-making and the administrative process: rules and discretion. The 'contracting state': administrative law and new public management. Risk and the regulatory state (including responses to the financial crisis of 2008-9). The changing nature of judicial review. Judicial review and the Human Rights Act. The role of public inquiries. European influences on national administrative law. 'Global administrative law'. The Ombudsman and complaints.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT.
Indicative reading: Main texts: C. Harlow & R. Rawlings, Law and Administration (3rd ed., 2009); P. Cane, An Introduction to Administrative Law (2004); M. Taggart (ed.), The Province of Administrative Law (1997); N. Bamforth and P. Leyland (eds.), Public Law in a Multi-Layered Constitution (2003).
Assessment: Exam (67%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Essay (33%, 4000 words) in the ST.

LL202
Commercial Contracts

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Macmahon (Michaelmas Term) NAB6.02A and Dr Joseph Spooner (Lent and Summer Terms) NAB6.29
Additional Teachers: Dr Jo Braithwaite, Professor Ross Cranston, Professor Michael Lobban, Dr Nick Sage.
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
This optional LLB course is normally available to students who have completed Law of Obligations LL104.
Pre-requisites: Completion of LL104 - Law of Obligations is normally a prerequisite.
Course content: Objectives:
LL202 Commercial Contracts comprises a study of the general principles of English law governing commercial contracts.
Its examination of this subject-matter divides into two parts. Part 1, 'Fundamentals of Commercial Contracting' examines several important aspects of, or themes in, the law's regulation of commercial contracting. The topics are chosen because of their intrinsic interest, and because of the opportunity offered for an advanced contextualised examination of contract law fundamentals. Part 1 therefore explores topics including the process of commercial contracting; multi-party transactions and agreed remedies. Part 2, 'Fundamentals of Commercial Law' examines core topics in commercial law. It focuses on an examination of the sale of goods contract, while also considering several important allied topics: money, payment and payment methods; credit, security and reservation of title; agency; and assignment. The course concludes with a discussion of dispute resolution in commercial contracts, particularly those of an international nature.
Topics are likely to include:
Part 1 – Fundamentals of Commercial Contracting
• Freedom of contract.
• The formation of commercial contracts and their interpretation.
• Pre-contractual duties.
• Mistakes in contracts.
• Frustration of contracts.
• Multi-party projects (privity of contract).
• Agreed remedies.
Part 2 – Fundamentals of Commercial Law

• Agency.
• Assignment.
• Contracts for the sale of goods.
• Credit and security.
• Money, payment and payment methods.
• Commercial dispute resolution.
• International contracting.

Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.

Formative coursework: Two formative essays per term.

Indicative reading: The principal textbooks for the course are:
• Chen-Wishart 5th edn OUP
• McKendrick, Goode on Commercial Law, 5th edn (Penguin 2017)

Students may also wish to consult:
• Beale, Bishop and Furmston, Contract: Cases and Materials, 5th edn (OUP 2007)
• Sealy and Hooley, Commercial Law: Text, Cases and Materials, 4th edn (OUP 2008)
• Andrew Burrows (ed.), English Private Law (3rd Edition, OUP, 2013).

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL203
Law of Business Associations

This information is for the 2017/18 session.

Teacher responsible: Prof Robert Kershaw

Additional Teachers: Visiting Professors Leslie Kosmin, QC and Mary Stokes (lectures).

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Experience suggests that third year students are more successful.

Pre-requisites: It is helpful to have studied or be studying Property II, although this is not a formal pre-requisite.

Course content: Outline:

This course examines the nature of the legal vehicles available for the carrying on of entrepreneurial activities, paying particular attention to the analysis of companies. It examines the core features of the company. These are: separate legal personality, limited liability, centralised management, the allocation of control rights, and free transferability of shares. The course analyses how the law implements these features and the policy trade-offs among them.

The course discusses the relationship between various groups with an interest in the affairs of the company – shareholders, directors, managers, financiers, trade creditors, employees, consumers and regulators - and the balance of power between them. The course looks beyond purely technical legal issues and encourages a critical examination of the system and proposals for reform.

Registered companies are creatures of statute and close attention to the Companies Acts and related legislation is essential. However, no attempt is made to deal with all, or even most, of the complex technical aspects of the legislation and non-statutory regulation. The course concentrates on the problems and policies underlying the legislation, with some more detailed consideration of selected provisions. The increasing influence of European Directives and Regulations on UK company law is also reflected.

Despite the importance of statute, common law and equitable principles have played a major role in the development of company law by the courts. This has relied heavily on principles of agency and the equitable principles relating to fiduciaries. Case analysis is therefore a major element of the course. Excellent case books are available.

This subject covers a wide range of businesses - from the one-person firm (the local greengrocer or plumber) to family companies, to major multinational groups listed on the Stock Exchange. This wide coverage plus the policy emphasis means that this course should appeal to all students with an interest in the economic, social and political aspects of business organisations and not only to those wishing to practise commercial law.

Topics usually covered are:
• Introductory concepts and themes including limited liability and corporate personality.
• Capacity of companies & the powers of individuals acting for companies.
• Shares and share capital.
• Directors: powers, duties and corporate governance issues.
• The role of shareholders in companies: rights, decision-making and governance.

Teaching: 20 hours of lectures and 8 hours of seminars in the MT. 20 hours of lectures and 14 hours of seminars in the LT. 4 hours of seminars in the ST.

Lectures are accompanied by fortnightly two-hour seminars, which follow the lectures closely. Reading lists provided by the lecturer in each topic are used as the basis for seminar work.

Seminars are held in weeks 3,5,8,10,11 of MT and LT. The two revision classes are in week 1 ST.

Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT.

Indicative reading: Gower and Davies, Principles of Modern Company Law (9th edn, 2012); David Kershaw, Company Law in Context (2nd edn, 2012); Sealy and Worthington, Cases and Material on Company Law (10th edn, 2012)

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL204
Advanced Torts

This information is for the 2017/18 session.

Teacher responsible: Dr Emmanuel Voyiakis, NAB 6.17

Additional Teachers: Dr Paul MacMahon and Dr Charlie Webb.

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students must have completed Law of Obligations (LL104).

Course content: Our course aims to broaden and deepen your knowledge of tort law in two ways. First, it looks at a range of important torts that are not covered in the Law of Obligations course. Second, it tackles the 'big' theoretical questions of tort law. On finishing the course, you will not only have gained a better understanding of the rules and principles that govern specific torts, but you will also be able to engage critically with different views about the overall purpose and the moral and social function of tort law.

Here are some topics we usually cover:
(1) Theories of tort law: what is the aim of tort law and do judges need a theory of it?
(2) Tort law and the 'compensation culture'
(3) Tort law, moral responsibility and luck
(4) Negligence focus: the position of public authorities; negligent endangerment
(5) Wrongful life and wrongful birth
(6) Interference with the person: assault; battery; harassment; the Wilkinson v Downton tort
(7) Problems of causation: loss of chance
(8) Illegality
(9) Strict liability regimes: vicarious liability; liability for ultra-hazardous activities; liability for defective products; the justification of strict liability.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 1 hour of seminars in the ST.

Formative coursework: One item of written work per term
Indicative reading: Introductory Texts: John G. Fleming, An Introduction to the Law of Torts (2nd ed., 1985); Carol Harlow, Understanding Tort Law (3rd ed., 2005). General Texts: W V H Rogers, Winfield & Jolowicz on Tort (18th ed., 2010); N J McBride & R Bagshaw, Tort Law (4th ed., 2012); B A Hepple, D Howarth & M H Matthews, Tort: Cases and Materials (6th ed., 2008); S Deakin, A Johnston & B Markesinis, Markesinis and Deakin's Tort Law (7th ed, 2012); P Cane, Atiyah's Accidents, Compensation and the Law (7th ed., 2006). Advanced/Specialised Texts: Robert Stevens, Torts and Rights (2007); Jules Coleman, Risks and Wrongs (2002); Guido Calabresi, The Cost of Accidents: A Legal and Economic Analysis (1970); David Owen (ed.), Philosophical Foundations of Tort Law (1997); Harvey Teff, Causing Psychiatric and Emotional Harm: Reshaping the Boundaries of Legal Liability (2008); Nicolette Priaulx, the Harm Paradox: Tort Law and the Unwanted Child in an Era of Choice (2007). If all goes according to plan, the degree of depth we will attain in the course and the focused nature of our reading lists for each topic will make textbooks redundant, or at least useful only as a basic introduction to the issues we will be covering. This means that the tort textbook you may have purchased for the LL104 Law of Obligations course will probably be good enough for the latter purpose. Here are some other introductory or general texts that you might like to consult from time to time, just to get a different perspective on things, and some more advanced or specialised books from which we will be setting reading for certain topics.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL205
Medical Law

This information is for the 2017/18 session.

Teacher responsible: Prof Emily Jackson
Additional Teachers:
Dr Julie McCandless, Mr Antony Blackburn-Starza
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: Medical law is a fast moving and increasingly controversial subject. The rationing of expensive new drugs, and the future of the NHS have become central political issues. New scientific developments, such as gene editing, face transplants and direct-to-consumer genetic testing, are invariably accompanied by demands for their regulation. In this course we examine the legal framework within which health services are provided, and we explore some of the complex ethical dilemmas that arise when determining the limits of medical innovation.
Subjects include resource allocation; malpractice litigation; consent; capacity; confidentiality; genetics; clinical trials; regulation of medicines; organ transplantation; embryo and stem cell research; abortion; assisted conception; preimplantation genetic diagnosis; surrogacy; assisted dying.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT.
Indicative reading: Jackson, Medical Law: Text, Cases and Materials 4th edition (Oxford UP, 2016).
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL207
Civil Liberties and Human Rights

This information is for the 2017/18 session.

Teacher responsible: Dr Kai Moller NAB 7.01
Additional Teachers:Dr Thomas Poole, Dr Peter Ramsay.
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
This course is capped at 50.
Course content: The course provides a challenging introduction to human rights law. The first term focuses on the European Convention on Human Rights with an in-depth analysis of the case law on several important rights, including but not limited to freedom of expression, freedom of association, freedom of religion, the right to respect for private life, and freedom from torture and inhuman or degrading treatment or punishment. The second term deals with the UK Human Rights Act and builds not only on the first term's work but also on the knowledge that students have acquired in Public Law in year one. Thus, students must engage with the law of two legal systems here: the European Convention on Human Rights and U.K. law.
The course takes a highly analytical approach; it will not be sufficient to approach the issues in a descriptive, "black letter" way. Rather, an overall aim is to enable students to critically assess the European Court's and the U.K. Supreme Court's arguments about the compatibility of a policy or administrative decision with human rights and the particularities of human rights adjudication within the U.K. legal system. To this end, the course will focus on the necessary doctrinal and conceptual framework – such as positive obligations, the margin of appreciation and proportionality –, an overview of the relevant case law, and in-depth analysis of selected problems in human rights law.
This course does not touch upon strategic or policy issues (such as the most effective ways to promote human rights, NGO practices, etc.); rather it focuses on the controversial and often difficult moral and political issues that arise in human rights adjudication and on unravelling the implications of the unusual (some would say idiosyncratic) way in which U.K. law has incorporated the ECHR. Regard will however be had to the current argument over whether or not the Act should be repealed.
The teaching of this course is mainly case-based. To complete it successfully, students must prepare for each seminar by reading and thinking through the relevant cases; the seminars will be conducted on the basis of the expectation that the students are familiar with the materials. There is no comprehensive textbook available for this course.
Syllabus: The history of human rights protection in the UK; theoretical aspects of human rights; the Human Rights Act 1998; human rights and parliamentary sovereignty; human rights and standards of review; human rights and the common law; precedent and human rights law. The rights to life and freedom from torture; freedom of expression; freedom of association and 'militant democracy'; freedom of religion; the right to respect for private and family life. Mental health and human rights. Terrorism, security and states of emergency; 'social learning'. Anomalous zones.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT.
Indicative reading: For European Convention law there exists no textbook which deals with the issues in adequate depth, but interested students may want to take a look at Harris, O'Boyle and Warbrick, Law of the European Convention on Human Rights 3rd edn (OUP, 2014) for an overview. For the more theoretical aspects of the course, see K. Möller's The Global Model of Constitutional Rights (OUP 2012; paperback edition 2015). For the second term, representative works include Conor Gearty, Civil Liberties (OUP, 2007), Tom Hickman, Public Law after the Human Rights Act (Hart, 2010) and Aileen Kavanagh, Constitutional Review under the UK Human Rights Act (CUP, 2009).

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL209 Commercial and Enterprise Law

This information is for the 2017/18 session.

Teacher responsible: To be confirmed
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Economics, BSc in Management, BSc in Statistics with Finance and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Commercial and Enterprise Law introduces the basic institutions of the market economy, and the governance of enterprise, in a post-financial crisis world: the law of contract, companies, labour and insolvency. It is the LSE's oldest course (since 1895, originally named 'Commercial and Industrial Law') and probably the first in the world to teach labour law. Over the years it has attracted enquiring students from non-law departments, a number of whom became Nobel laureates.
Michelmas term is the law of contract. We examine how agreements become legally binding, the regulation of unfair terms and basic consumer protection laws. We see how a contract may be cancelled when fully informed and true consent is not present, including through misrepresentation or coercion, and examine remedies for breach of contract.
Lent term examines enterprise governance: introducing companies, labour relations and insolvency law. How are company directors accountable to shareholders, employees and other stakeholders? Which fiduciary duties and duties of care do directors owe a company? What voice does labour have in corporate governance? Should banks acquire privileges through securitised lending over other creditors? How will a corporate insolvency be administered, and the losses distributed? Finally, how can directors and shareholders be held to account after insolvency? The aim is to understand the operation of the basic institutions in the market segment of the economy.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: Core texts: E McKendrick, *Contract Law* (11th edn 2015). A Dignam and J Lowry, *Company Law* (8th edn 2014). A Burrows, *A Casebook on Contract* (4th edn 2013). L Sealy and S Worthington, *Cases and Material in Company Law* (10th edn 2013)
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL210 Information Technology and the Law

This information is for the 2017/18 session.

Teacher responsible: Professor Andrew Murray NAB 7.11
Dr. Orla Lynskey NAB 6.23
Availability:
This course is available to LLB and Law and Anthropology students. It is also available as an outside option to students in other departments and to General Course Students. Students from other Universities should contact the course convenor regarding participation in this course.
Pre-requisites: This course does not require an in-depth understanding of contemporary computer technology – we are primarily interested in the implications of the use of information technology, and the intended and unintended consequences of regulating that use.
Course content: This survey course, which is divided into six modules, introduces students to a selection of fundamental legal issues in the field of Information Technology (IT) Law. It begins by examining ongoing debates regarding the appropriate theoretical framework applicable to internet regulation and governance, tackling questions such as whether the internet should be controlled and, if so, by whom. It then examines substantive legal topics, such as data protection, cybercrime, intellectual property and online freedom of expression, against this theoretical backdrop. In particular, students are encouraged to consider how the law has responded to the challenges of information technologies, and the extent to which legal issues have shaped the development of information society policy.
The focus will be initially on English law, although the increasingly global nature of IT law means that there are already strong EU and US legal influences upon the English system, so comparative aspects will be introduced in places, and readings will include materials drawn from, amongst others, US law journals.
At the end of the course, students should be able to assess critically ongoing developments in law relating to information technologies and to evaluate the internal coherence of these developments and their doctrinal and political implications.
Indicative Content:
Michaelmas 2017
• Introduction to Internet Regulation and Governance
• Cybercrime
• Intellectual Property Rights Online
Lent 2018
• E-Commerce
• Data Protection and Online Surveillance
• Freedom of Expression Online
For a more detailed outline, please visit the course Moodle page.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: **Murray: Information Technology Law: Law and Society 3rd ed, 2016, OUP. Reed (ed): Computer Law 7th ed., 2011, OUP. Klang & Murray (eds) Human Rights in the Digital Age, 2006, Cavendish. Lessig: Code and Other Laws of Cyberspace ver.2.0, 2006, Basic Books. Edwards & Waelde (eds): Law and the Internet 3rd ed, 2009, Hart.
** Recommended for purchase.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL212 Conflict of Laws

This information is for the 2017/18 session.

Teacher responsible: Dr Jacobus Bomhoff NAB6.09
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: A good knowledge of law is required. The majority of students taking this course tend to be in their third year. That said, many second year students have done very well on this course over the past years.
Course content: Conflict of laws - also known as private international law - is the area of law concerned with cases in which the facts present one or more international elements. The field's three main questions are (1) jurisdiction (will an English court or a foreign court hear a case?), (2) choice of law (should the court apply its own law or that of a foreign country?), (3) the recognition and enforcement of foreign judgements. During the course, these three questions will frame reflection on a range of topics,

including commercial/practical issues (e.g. how can companies structure their cross-border transactions), but also questions of a more political nature (e.g. to what extent should States be able to regulate matters beyond their own borders?) or with a strong social/cultural dimension (e.g. how should foreign cultural understandings of justice be accommodated in domestic law?). Because of the growing role of the European Union in this area, the interaction between English and European approaches to conflict of laws issues will be an important running theme throughout the course.
Syllabus
- Jurisdiction: Brussels I Regulation 2012; English traditional rules; Comparative case studies (US and Canadian law); Choice of court agreements; Anti-suit injunctions.
- Choice of law: Contract and Tort (Rome I and Rome II Regulations); Comparative case studies; Public policy; Foreign illegality; Overriding mandatory rules.
- Foreign judgments: Brussels I Regulation 2012; English traditional rules; Comparative case studies.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be reading weeks in Week 6 of MT and Week 6 of LT.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: Students will be provided with a Course Reader, which is posted on Moodle in instalments throughout the year. The following texts may serve as sources of reference throughout the course: Jonathan Hill & Adeline Chong, International Commercial Disputes (Hart Publishing); Trevor Hartley, International Commercial Litigation (CUP); Peter North & James Fawcett, Cheshire & North's Private International Law (OUP); Adrian Briggs, The Conflict of Laws (OUP). Always make sure you have the most recent edition.
Resources: www.conflictoflaws.net (Topical references, cases and reviews).
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL221
Family Law

This information is for the 2017/18 session.

Teacher responsible: Dr Julie Mccandless NAB.6.07
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: This is an exciting time to study Family Law! Maybe more than ever before, the family is in flux. With marriage rates tumbling, divorce rates escalating and reproductive technologies becoming normalised, record numbers of children are living outside the traditional nuclear family of their biological married mum and dad (the heteronormative family). What's more, after centuries of exclusion, lesbians and gay men are on the brink of entering into the most sanctioned relationship of all – marriage. Is the traditional family dead, has it changed beyond all recognition, or is the family functioning much as it always has done? How does the law respond to the modern family, and how should the modern family be regulated? If you want to chew over these and a host of other fascinating questions, Family Law is the course for you.
Term 1: Adult Relations: 1. Introductory concepts: (a) Intervention in the family; (b) Discrimination against families, in the context of human rights legislation. 2. Marriage and Civil Partnerships: (a) the distinction; (b) Gender Recognition Act; (c) nullity. 3. Divorce and Dissolution 4. Financial provision: (a) conceptions of equality; (b) the legal framework for discretion. 5. Domestic violence: the legal framework, and the limits of legislation.
Term 2: Child Law: 1. Introductory concepts: (a) children's welfare; (b) the welfare checklist; (c) legal parenthood; (d) parental responsibility: meaning and allocation. 2. Children and families: (a) legal framework; (b) regulation after relationship breakdown. 3. Children and the state: (a) care and supervision; (b) child abuse.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: Students are provided with a detailed syllabus and reading list for class topics. Basic reading for each topic will be drawn from a number of sources including text books, cases and articles.
In case students wish to purchase any books the following are suggested:
Textbooks: Jonathan Herring, Family Law (7th edn, 2015, Pearson); Kate Standley and Paula Davies, Family Law (8th edn, 2013, Palgrave Macmillan); Stephen Gilmore and Lisa Glennon, Hayes and Williams' Family Law (4th edn, 2014, Oxford University Press); Rebecca Probert, Cretney and Probert's Family Law (9th edn, 2015, Sweet and Maxwell) Casebooks: Alison Diduck and Felicity Kaganas, Family Law, Gender and the State (3rd edn., 2012, Hart Publishing); Sonia Harris-Short, Joanna Miles and Rob George, Family Law: Text, Cases and Materials (3rd edn, 2015, Oxford University Press); Brenda Hale, David Pearl, Elizabeth Cooke and Daniel Monk, The Family, Law and Society: Cases and Materials (6th edn, 2009, Oxford University Press)
Reader: Jonathan Herring, Rebecca Probert and Stephen Gilmore, Great Debates in Family Law (2012, Palgrave Macmillan); Rob George, Ideas and Debates in Family Law (2012, Hart Publishing.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Approved statutory materials may be taken into the examination in accordance with School Regulations.

LL232
Law and Institutions of the European Union

This information is for the 2017/18 session.

Teacher responsible: Dr Michael Wilkinson and Dr Veerle Heyvaert
Additional Teachers: Orla Lynskey
Availability: This course is compulsory on the BA in Anthropology and Law. This course is available on the BSc in Management and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course is an introduction to European Union Law. The course considers a legal and political system which has become the most formidable system of transnational government in modern times. It is also a system that has become, in recent years, a source of continual political conflict: both over the content of its measures and the presence of its involvement in many spheres of activity. Discussions on the democratic nature of the EU, its stance of the protection of fundamental rights, and the relationship between the welfare state and EU law, for example, will all be covered in this course.
This course covers three aspects of EU law. First, it covers the institutional and constitutional structure of the European Union. Second, it looks at the central policies of the European Union, notably the rights to free movement for goods, services, workers, and Union citizens. Third, it looks at some of the most topical policy areas in which EU law plays an increasingly important role: the area of freedom, security and justice (and in particular the Common European Asylum System),EU social policy, and the euro area crisis.
Topics will be taken from:
(1) Evolution of the European Union
(2) Institutions and Law-Making of the European Union
(3) Sovereignty and EU Law
(4) The Authority of EU Law outside the EU
(5) Subsidiarity and the role of national parliaments

(6) Policing of National Observance of EU Law
(7) Judicial application of Union law within the Member States (e.g. Direct effect, indirect effect, state liability) and relations between the Court of Justice and National Courts
(8) Fundamental Rights
(9) The euro area crisis
(10) Free Movement of Goods
(11) Free Movement of Persons and European Citizenship
(12) Free Movement of Services and Establishment
(13) The Area of Freedom, Security and Justice and the European Arrest Warrant
(14) EU Social Policy and Anti-Discrimination Law

Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
Week 6 MT and week 6 LT will be reading weeks. Essays will be set around reading week to allow students to dedicate time to writing skills.

Formative coursework: A minimum of two pieces will have to be submitted: an essay in MT and a mock exam in LT. One additional optional essay will be set in LT.

Indicative reading: The core text for this course is Chalmers et. al., EU Law (3rd edn, CUP 2014). An alternative textbook that is useful to consult is Craig & De Burca, EU Law (6th edn, OUP 2015) or Barnard & Peers, European Union Law (OUP 2014). In addition, the course uses a broad range of on-line reading material. Students are expected to retrieve these materials on Moodle and print these materials themselves: there is no course pack. Students are not required to purchase a statute book, and the statute book will not be allowed in examination (contrary to the policy in the past years).

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
The examination will contain 10 questions (of which some may be 'either/or') of which four are to be answered, and at least one question must be answered from each of two sections, which represent Lent and Michelmas term work respectively.

LL233
Law of Evidence

This information is for the 2017/18 session.

Teacher responsible: Dr Abenaa Owusu-Bempah

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: If a person is suspected of committing a crime, how does the prosecution go about proving that they are guilty? Are there any restrictions on the type of evidence that the prosecution can use to prove its case? What protections does the law offer to defendants in order to safeguard them against false conviction? These are among the central questions in the law of criminal evidence, that is, the set of rules governing the production and the use of evidence in criminal trials.
This course concentrates on criminal, rather than civil evidence, and emphasis is placed on matters of principle and conceptual issues. The aims of the course are to teach students how to reason about evidence, and to encourage them to reflect critically on the modern law of criminal evidence.
We study the standard of proof, asking whether a high standard such as 'proof beyond reasonable doubt' is justified. We examine how the police gain confessions from suspects, and how the law regulates the admissibility of confessions. A central theme on the course is the question as to what makes a trial fair. The European Convention on Human Rights is relevant to this question. In this context, we look at whether courts should admit improperly obtained evidence and we ask what the privilege against self-incrimination is and whether it can be justified. As you will learn, much of the law of evidence involves rules of admissibility. Among these we cover the rules regulating the admissibility of hearsay evidence (a topic that now has an important human rights angle) and of bad character evidence (can a defendant's previous convictions be introduced against them at trial?). We also look at particular problems relating to testimony, ranging from the protections afforded to vulnerable witnesses to the admissibility and presentation of expert evidence.
While coverage may vary from year to year, we usually focus on the following themes and topics:
Reasoning with Evidence:
• Analysing Evidence: Admissibility, Relevance and Exclusion of Evidence;
• The Burden of Proof and the Presumption of Innocence;
• The Standard of Proof;
Trial Fairness and Pre-Trial Proceedings:
• Improperly Obtained Evidence;
• Eyewitness Identification;
• Confessions;
• The Privilege Against Self-Incrimination;
• Drawing Inferences from Silence;
Traditional Rules of Use;
• Hearsay;
• Confrontation;
• Bad Character Evidence;
Testimony:
• Vulnerable Witnesses;
• Sexual History Evidence;
• Expert Testimony.
The course has a Moodle page. You are encouraged to consult it should you want more information on the themes, the topics, and the sort of material that we study.

Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.

Formative coursework: Students will be expected to produce 2 essays in the MT and LT.

Indicative reading: There is no set text for the course, but standard texts are useful on many topics. Consider, for instance, I. H. Dennis, The Law of Evidence (London: Sweet & Maxwell, 5th ed, 2013); A. Choo, Evidence (Oxford: OUP, 4th ed, 2015); R. Munday, Evidence (Oxford: OUP, 8th ed, 2015).

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL241
European Legal History

This information is for the 2017/18 session.

Teacher responsible: Dr Umberto-Igor Stramignoni NAB 7.34

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course aims to equip students with an in-depth understanding of the social and cultural history of the European legal tradition (from antiquity to the onset of modernity), in order to engender a solid grasp of the basic assumptions and practises that underpin the legal systems of today's Europe.
The seminars are built around certain significant moments in the history of the law of Rome, widely considered to be the heartland of the European legal tradition, from its mythical beginning circa 8th century BCE all the way through to the astonishing story of the birth of the French Civil code in 1804, the first of the major legal codifications taking place in Europe in the early hours of modernity.
In the first part of the course we will explore: the ancient laws of Rome and their relationship to religion and to space; the emergence of the popular assemblies; the position of women, slaves, foreigners, and other minorities in the Roman world; Augustus and his Imperial Chancery; the great jurists of the classical age; the challenges posed by the new religion of

Christianity to the Roman constitution; and the decline of Rome and the rise of Byzantium as the "new Rome".
In the second part of the course we will be considering how the Roman law tradition, now increasingly referred to by the English as Civil Law, transformed itself and continued to play a very central role in the imagination, thought and language of Europe. We will look at how Roman law became immensely influential once again, upon its reappearance, in new and different guises, at the end of the Middle Ages; the challenges new readings of the Digest presented to the existing law of the Christian Church, and to the medieval world more generally; the cultural revolution of the Italian Renaissance; the emergence of Humanism and of the scientific method; Enlightenment; the modern movement towards legal codification; and finally, the French Revolution, Napoleon and, as he put famously it, his 1804 Code Civil. The course will end there, at the on modernity, when the European legal tradition began to face the wider and wider challenges presented by an increasingly complex, interconnected world.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
No seminars in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT.
Indicative reading: The general textbooks for the course are Inventing the Individual (2014), by Larry Siedentop, and the short but iconic book by Peter Stein, Roman Law in European History (1999). In addition, students will be required to familiarize themselves with the content of a mixture of visual aids (designed specifically for this course by Dr Stramignoni), and of numerous readings complementing the two textbooks, including academic journal articles and chapters from other monographs. Those thinking to take this course are encouraged to explore the course Moodle page for more information.
Assessment: Assessment path 1
Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Assessment path 2
Dissertation (100%, 12000 words) in the ST.

LL242
International Protection of Human Rights

This information is for the 2017/18 session.

Teacher responsible: Dr Chaloka Beyani
Availability: This course is available on the BA in Anthropology and Law, BSc in International Relations and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law.
Course content: This course aims to provide a comprehensive and analytical account of the application of human rights standards in international law, and the operation of the existing international machinery for the protection of human rights. The course is designed to be both theoretical and practical.
The course deals with important conceptual issues: What are human rights? What is their purpose and status in international law? Are they absolute or relative? Can they be of equal significance to societies at different stages of development? When may they be qualified? What is the relation between economic and social rights as well as civil and political rights? Are rights attributable to groups as well as to individuals? Why are there special categories of protection, e.g. minorities, indigenous peoples, children, women and refugees?
Extensive use is made of relevant case law, of the Civil and Political Covenant, the European Convention, the American Convention, the African Charter, and the International Court of Justice; and particular rights (such as those of persons belonging to minorities, the right to life, the prohibition of torture, the right to a fair trial, family life, and the fundamental freedoms) are studied in considerable detail.
The law of human rights reflects attempts made internationally to articulate basic legal standards for the protection of individuals and groups in their relations with the state, and to use the authority of international law, institutions, and procedures, to secure compliance with such standards. Human rights law is a modern phenomenon; but it has an ancient lineage. Some account of its evolution is given, from natural rights, civil liberties, the history of minorities protection, and the progressive development of human rights in public international law since 1945.
However, the major part of the course relates to post-1945 events concerning the protection of human rights. A section of the course deals with the role and reform of the United Nations to promote and secure the observance, on a universal basis, of international standards of human rights. The development of important legal standards (such as those of non-discrimination) is traced; and the work of various UN bodies in applying human rights is analysed. The International Covenants on Human Rights are closely studied, with equal emphasis on the Committee under the Civil and Political Covenant, and the Committee under the Economic Covenant. Comparisons are also drawn with regional attempts to promote and protect human rights, with the European system, the Inter-American system and the African system receiving special attention as regards their treaties, their institutions, procedure, and case-law.
By the end of the course students should have a good understanding of the substantive content of contemporary human rights and of the existing and alternative means available for protecting these rights and fundamental freedoms.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: R. Smith, International Human Rights; S. Joseph, J. Schultz, M. Castan, The International Covenant on Civil and Political Rights: Cases, Materials and Commentary; Jacobs and White, European Convention on Human Rights or Harris, The Law of the European Convention on Human Rights or Janis, European Human Rights Law. A detailed reading list is also provided.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL250
Law and The Environment

This information is for the 2017/18 session.

Teacher responsible: Dr Veerle Heyvaert NAB7.06
Teacher responsible for 2017/18: Dr Joana SETZER
Availability: This course is available on the BA in Anthropology and Law, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in International Relations and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The aim of this course is to study and understand how law can be used as a tool to pursue environmental goals and to think critically about law's contribution to local and global environmental protection.
THEMES:
I. General features of environmental law in the UK:
The introductory sessions examine how we understand 'the value of the environment' as an object of legal protection, and how environmental law evolved through time. We study the notions of 'risk' and 'precaution' as key concepts of environmental regulation, and examine how the relationship between Parliament, the Government and the Environment Agency affects the effectiveness of environmental laws and rules in the UK.
II. Controlling space

This section reviews legal strategies for environmental protection through the management of the built environment, parks and nature. It covers planning law, environmental impact assessment, and nature conservation law.
III. Controlling climate change
Studies international law and politics of climate change, the UK approach to climate change mitigation and adaptation, and discusses the pros and cons of market-based regulation as a response to the climate change challenge.
IV. Controlling enterprise
Section IV looks at how environmental harm can be prevented or limited by regulating particular industries (such as heavily polluting industries and the waste treatment sector), by targeting particular products (such as dangerous chemicals), or by focusing on particular activities (such as international trade). We examine how environmental regulation aims to balance between restricting hazardous activities on the one hand, and fostering free enterprise on the other, and review the court's role in adjusting this balance.
V. Remedying environmental harm
The final section examines the role of both case law and regulation in the remediation of environmental harm, paying attention to clean-up of contaminated land, common law and human rights based approaches to compensation, and legal responses to international environmental disasters.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Week 6 MT and week 6 LT will be reading weeks. Essays or equivalent writing assignments will be set around reading week to allow students to dedicate time to writing skills.
Formative coursework: Students are expected to write a formative essay; answer a problem set in writing; and participate in a mock exam.
Indicative reading: There is no set book that covers the entire course, however, several sessions use Bell, McGillivray & Pedersen, Environmental Law (8th edition, Blackstone Press, 2013). A detailed reading list is provided for each seminar. Materials that are not sourced from Bell, McGillivray & Pedersen are made available on Moodle. A good alternative source is Fisher, Lange & Scotford, Environmental Law. Text, Cases and Materials, 2013. Useful introductory books include: Ashford & Caldart, Environmental Law, Policy and Economics, 2008; Lazarus, The Making of Environmental Law, 2004; Holder & Lee, Environmental Protection, Law & Policy, 2007; R Carson, Silent Spring, 1962; R Eckersley, Environmentalism and Political Theory, 1992.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL251
Intellectual Property Law

This information is for the 2017/18 session.

Teacher responsible: Prof Robert Pottage NAB 7.21
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Content and Scope: Intellectual Property Law consists in the rules determining when, and subject to what conditions, the activity of producing information (broadly conceived) can generate rights to exclude others from access to information. Given that information is an increasingly important source of commercial value within the modern economy, particularly for the entertainment and media sectors and science-based industries, it is not surprising that IP law is such a fast-growing field here and abroad. However its apparently relentless growth is the focus of vigorous debate.
Copyright already provides the legal foundation for the well-established film, music, TV and publishing industries, and its continuing expansion is said by some to be crucial given the trend towards media convergence in the 'digital future', and by others to be a threat to free speech and freedom of access to information. Patents sustain such key sectors as pharmaceuticals, and increasingly now biotechnology, and their availability in this context raise complex ethical and political issues.
Trademarks are central to effective advertising and marketing but at the same time exemplify the tendency of more and more aspects of our cultural landscape to be 'commodified'; they have attracted support and denigration in equal measure for this reason. This course will provide students with an introduction to the law relating to patents, trademarks and copyright, and to the factors responsible for the continuing rapid expansion of each of these regimes of rights. We will reflect upon the variety of economic, cultural, political and technological pressures for the reform of Intellectual Property Law, and upon the processes by which these become translated into legal initiatives. And we will evaluate critically the implications for economic activity and social life generally of recognising intellectual property rights.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: The recommended text will be Lionel Bently and Brad Sherman, Intellectual Property Law (4th ed., Oxford University Press 2013), and students will also be required to purchase one of the available edited collections of statutes. For a critical introduction to the field, see Peter Drahos with John Braithwaite, Information Feudalism: Who Owns the Knowledge Economy? ((London: Earthscan, 2002); and James Boyle, The Public Domain: Enclosing the Commons of the Mind (Yale University Press, 2008), ebook available free online
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Candidates will be required to answer a total of three questions out of nine (one from each of three sections).

LL253
The Law of Corporate Insolvency

This information is for the 2017/18 session.

Teacher responsible: Ms Sarah Paterson
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.
Course content: The Law of Corporate Insolvency forms an increasingly important legal arena, which is now recognised as meriting study in its own right. The last thirty years have seen great strides in the development of corporate insolvency law in England. We have seen the adoption of an enhanced legislative framework and the development of conceptual aspects and jurisprudence of the subject. As the recession of the early 1990's eased off there was a period of reflection and assessment of our insolvency law and procedures which resulted in reform of law on the books, although perhaps not of law in action. English lawyers have had to revisit the toolbox during the financial crisis in order to adapt existing legal procedures to meet the needs of new, modern financing structures. There is now another period of wide spread reflection and debate in Europe and the US, as jurisdictions consider whether the insolvency law and procedures which they have are fit for the twenty-first century.
During the course we analyse the legal rules affecting distressed and insolvent companies and those concerned with them (for example, creditors, directors and employees) and assess the issues and principles underlying a corporate insolvency regime. (Corporate Insolvency Law bears a close relationship to the Law of Business Associations (BA) and students may find that taking BA as well as Corporate Insolvency will give them a broad understanding of major themes relating to corporate activity.)
Outline Syllabus:
Outline of corporate borrowing and development and nature of security interests: fixed and floating charges.

The Role and Objectives of Corporate Insolvency Processes and Procedures
Corporate Insolvency Processes and Procedures
(a) Informal Negotiation
(b) Liquidation
(c) Receivership
(d) Administration
(e) Pre-packaged administration
(f) Company voluntary arrangements
(g) Regulation
Realising the Assets and Distributing Them
(a) Setting aside transactions
(b) The pari passu principle
(c) Preferential claims
(d) Secured creditors
(e) Security devices for consumer creditors and commercial suppliers
(f) Company Directors
(g) Employees
(h) Corporate Groups
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT and LT.
Students will be expected to prepare for participation in weekly seminar discussion.
Indicative reading: Detailed reading lists will be provided during the course. The recommended book is V. Finch, Corporate Insolvency Law: Perspectives and Principles (2nd ed., 2009) (Cambridge University Press).
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
The examination will be based on the full syllabus. Unmarked, unannotated versions of the relevant legislation may be taken into the examination.

LL257
Labour Law

This information is for the 2017/18 session.

Teacher responsible: Dr Astrid Sanders
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: This subject builds on contract and tort, and to some extent public law and EU law, but introduces the distinctive legal regulation of employment relations, such as the law of dismissal and discrimination law, and the institutional arrangements of industrial relations, including trade unions and collective bargaining. The course looks at these topics in an industrial relations context informed by sociology and economics. Labour law is an important area of legal practice, with employment law disputes representing one of the largest topics of civil litigation.
Syllabus:
- *Contract of Employment:* the duties of employer and employee; the variety of work relations; vulnerable workers and the personal scope of employment law
- *Regulation of the Employment Relation:* minimum wage, working time
- *Anti-Discrimination Law:* implications of the Equality Act 2010
- *Dismissal:* wrongful and unfair dismissal, economic dismissals
- *Human Rights in the Workplace:* civil liberties of employees at work
- *Membership of Trade Unions, Worker Representation, and Collective Bargaining:* freedom of workers to associate with each other and to act in association with each other
- *Industrial disputes:* strikes, other industrial action and lockouts; rights and liabilities of individual workers who take industrial action; civil liabilities for organising industrial action – the economic torts, the 'golden formula' immunities and loss of immunity – industrial action ballots.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 4 essays in the MT and LT.
Students may be expected to perform a moot instead of one of those essays.
Indicative reading: For a concise overview of the subject a suggestion is: H. Collins, Employment Law 2nd edn (Oxford University Press, 2010). See also Kahn-Freund's Labour and the Law (3rd ed. by P. Davies and M. Freedland, 1983) chapter 1.
The leading textbooks are H. Collins, K.D.Ewing, A. McColgan, Labour Law: Law in Context (2012); S. Deakin & G. Morris Labour Law 6th edn 2012; A.C. L. Davies, Perspectives on Labour Law 2nd edn (Cambridge University Press, 2009).Reading lists are supplied for each week's seminar and links are supplied on Moodle for most readings.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL259
Legal and Social Change since 1750

This information is for the 2017/18 session.

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course examines developments in British legal history in the era from 1750 to 1914. Drawing on printed and electronic primary sources, as well as secondary literature, it will explore the changing nature of law in a number of areas. The course begins with an exploration of the nature of eighteenth century criminal justice, and how this was transformed in the nineteenth century. It will then examine the nature of the system of civil justice, and how this was reformed in the era before the Judicature Acts. In the second term, the course will explore topics relating to status, examining the attitude taken by the law to women, workers and slaves. A final set of topics will turn to explore the impact of law on economic change, looking at how the law facilitated the growth of a modern economy.
The course will be taught by a combination of lectures and seminars in the Michaelmas and Lent Terms. Seminars take the form of a short introductory presentation by one or more students followed by class discussion in which all are expected to participate.
Lecture and Seminar Topics
Michaelmas term: The first term is devoted to an examination of the criminal and civil justice systems in the eighteenthand nineteenth centuries. Topics covered in the first term include the prosecution of crime in the era of the 'Bloody Code', the nature of the criminal trial before and after the arrival of criminal barristers in the courtroom, the reform of criminal punishments and the rise of the prison and modern policing. In the second half of the term, the course looks at the system of the civil courts, the nature of civil litigation and the reform of the major courts. It looks at topics including the 'old corrupt' court of Chancery depicted in Dickens's Bleak House and its reform into the modern Chancery Division.
Lent term: The second term is devoted to exploring the impact of law on society and the economy. Topics explored include the law relating to married women and the custody of children, the law of slavery, and the law relating to workers and trade unions. The economic topics addressed include the law relating to the environment, the transformation of tort and contract law, and the law relating to business organisation.
Teaching: 20 hours of lectures and 5 hours of classes in the MT. 20 hours of lectures and 5 hours of classes in the LT. 4 hours of

lectures and 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Students who choose to be assessed by unseen examination must submit one essay each term. Those submitting a dissertation will produce outlines and drafts that will be used for formative coursework purposes.
Indicative reading: Reading will be suggested during the course.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Students can choose to be assessed by 100% examination or 100% dissertation.

LL272 Half Unit
Outlines of Modern Criminology

This information is for the 2017/18 session.

Teacher responsible: Dr Meredith Rossner
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None, but some familiarity with sociological or psychological literature would be an advantage.
Course content: This half unit course is a general introduction to the study of modern criminology. The course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It is suitable for General Course students, and a limited number may be admitted on application.
The main focus is on the classical and contemporary theories developed over the past two hundred years to explain and predict criminal behaviour in society. The propositions, assumptions, empirical validity, and policy implications of these criminological theories, as well as the social context in which they were developed, will be examined. Other significant issues in criminology – such as the measurement and extent of crime, the role of demographics (age, race, gender, social class) in the causation of and reaction to crime, the influence of the media and political regimes, and the changing boundaries of criminological research – will also be discussed.
Course content:
- The history of criminological theory.
- Trends in crime and crime statistics. How official statistics can be interpreted and the role of crime surveys
- 'Classical' criminology, rational choice, and crime prevention theories.
- Individual explanations of crime: biological, psychological and psychoanalytical theories.
- Sociological explanations of crime, including macro and micro approaches and recent critical theories
- Criminal justice policy and 'law and order' politics.
- Discrimination, Inequalities, crime and criminal justice
- Crime and the mass media

Teaching: 20 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
One formative essay per term and a class presentation.
Indicative reading: The texts for this course are:
- Criminology 3rd ed. by T. Newburn (2017)
- The Oxford Handbook of Criminology. By Leibling, A; Mcara, L. and Maruna, S (eds) 6th edition (2017)

Recommended Readings
- Law and Order: An Honest Citizen's Guide to Crime and Control. by R. Reiner (2007)
- Violence: A Micro-Sociological theory. By. R. Collins (2009)
- Crime, Shame, and Reintegration. by J. Braithwaite (1989)
- Understanding Deviance 6th Ed. by D. Downes and P. Rock (2011)
- Vold's Theoretical Criminology by G. Vold, T. Bernard and J. Snipes and A. Gerould. 6th edition (2009)

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL275
Property II

This information is for the 2017/18 session.

Teacher responsible: Prof Neil Duxbury NAB 6.10
Availability: This course is compulsory on the BA in Anthropology and Law. This course is available on the LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
This course is available to second and third year LLB and BA Anthropology and Law students. It is also available as an outside option to other second and third year LSE undergraduates where regulations permit and with permission from the course convener. Students requiring exemption from the Law Society's Part I exam are strongly advised to take this course in their 2nd or 3rd year
Pre-requisites: Students must have completed Property I (LL105).
Course content: Property II examines principles of Land Law and the Law of Trusts. Land Law is taught in the first term and Trusts in the second term.
The Land Law component of Property II is designed to introduce students to the fundamental principles of the law of real property (i.e., land). The course examines the general principles governing the ownership and occupation of land, including concepts of estates and interests, legal and equitable ownership, title registration, and trusts of land (including constructive trusts). It also considers the law governing specific third party interests – licences, proprietary estoppel, easements, covenants and mortgages.
The Trusts component of the course focuses on general principles of trusts law and examines the circumstances in which trusts arise, the obligations of trustees, and the remedies available to beneficiaries when these obligations are breached. It also considers the nature and classification of trusts, including resulting and constructive trusts, and how the law of trusts relates to and impacts on the law of contract, wrongs and unjust enrichment.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 4 essays in the MT and LT.
Indicative reading: Advice on reading, including textbook recommendations, will be provided at the beginning of the first and second terms. An essay which students might profitably read before the commencement of the course is Peter Birks, 'Before We Begin: Five Keys to Land Law', in Land Law: Themes and Perspectives, ed. S. Bright & J. Dewar (Oxford: Oxford University Press, 1998), 457-86.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Students are required to answer questions on both the Land Law and Trusts components of Property II.

LL278
Public International Law

This information is for the 2017/18 session.

Teacher responsible: Dr Stephen Humphreys
Additional Teachers: Professor Andrew Lang, Professor Gerry Simpson, Dr Devika Hovell, and Dr Chris Thomas.
Availability: This course is available on the BA in Anthropology and Law, BSc in Environmental Policy with Economics, BSc in International Relations, BSc in International Relations and History and LLB in Laws. This course is available as an outside option to

students on other programmes where regulations permit and to General Course students.
Course content: This course provides an introduction to the concepts, principles, institutions and debates that define public international law today. We begin with an overview of the international legal system, considering how international law is made, how it relates to national legal systems, and what scope exists for pursuing those who violate it. In this connection we examine the work of the International Court of Justice, the International Criminal Court and the various ad hoc international criminal tribunals, along with judgments of national courts invoking international law. We then take up a range of topical issues of global concern, studying the ways in which they affect and are affected by public international law. The issues to be discussed include: war, trade and investment, climate change, and the protection of human rights, focussing in particular on the challenges presented by the current period of instability and uncertainty. We also investigate aspects of the history of international law, its role in relation to the establishment and retreat of European empires, and its contemporary significance and prospects. Overall, our aim is to lay the basis for an informed assessment of the contribution and limits of international law as a force in world affairs.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Students are expected to participate actively in weekly classes in addition to writing assignments during the year. All formative coursework is set by class teachers.
Indicative reading: Reading lists will be provided for each topic on Moodle. You are asked to buy M. Evans (ed.), International Law (4th ed., 2014) and Blackstone's International Law Documents. Some other works to which you may wish to refer include: D. Harris, International Law: Cases and Materials; H. Charlesworth and C. Chinkin, The Boundaries of International Law; M. Shaw, International Law; M. Koskenniemi, From Apology to Utopia; V. Lowe, International Law; and J. Crawford, Brownlie's Principles of Public International Law.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL284 Half Unit
Topics in Sentencing and Criminal Justice

This information is for the 2017/18 session.

Teacher responsible: Dr Meredith Rossner
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: Scope
In recent years sentencing and criminal justice issues have been matters of considerable debate and conflict amongst the public and politicians alike. This half unit course is liable, therefore, to alter year by year, with a focus on recent issues and cases. The course examines both the climate in which criminal justice operates and the justifications for punishment, and looks at how courts practically carry out their sentencing function in the context of persistent statutory reform. The various custodial and non-custodial measures available are examined and their effectiveness assessed, including new innovations such as restorative justice. Finally, we take a broader look at debates within policing, prison, and sentencing reform with a particular focus on how social inequality, ethnicity, gender, and migration contour these debates.
Content
• The context of sentencing and the justifications for punishment
• Sentencing - theory, practice and possibilities for reform
• Custody - containment, treatment, mandatory life sentences
• Community based penalties - their scope and future
• Restorative justice and penal abolition
• Police and the community
• 'Border criminology' and the criminalisation of migration.
• Race, ethnicities, gender and criminal justice practice
Teaching: 20 hours of seminars in the LT.
Week six is a 'reading and project' work week.
Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the LT.
Indicative reading: A list will be supplied at the beginning of the term together with key questions to be addressed in class. The recommended text for the course is A. Ashworth (2015) Sentencing and Criminal Justice. (6th edition) Cambridge University Press.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL293
Taxation

This information is for the 2017/18 session.

Teacher responsible: Dr Michael Blackwell
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Available to second and third year LLB and BA Anthropology and Law students. It is also available as an outside option to second and third year students where regulations permit.
Course content: Taxation is a topic that has throughout history pervaded political debate and is encountered in every area of life. Taxation was one of the very first subjects to be taught at LSE. The teaching of tax law as an academic subject started at LSE, where it was introduced by Professor GSA Wheatcroft in 1957.
On the LSE Taxation course, the approach to the subject includes a strong policy perspective. However, legal issues are still important. The UK tax code is long and complex. There are also many relevant cases that are required reading too. Accordingly, by taking this course you should develop the following skills and attributes (i) working with and analysing legislation; (ii) working with and analysing case law; (iii) research skills; (iv) communication skills; (v) professionalism.
Students taking this course should be prepared to use a variety of sources ranging from statute and case law to literature on public policy. The precise balance of materials used varies from topic to topic. All the readings set will be accessible and non-mathematical. NO COMPUTATION is required and no knowledge of any discipline other than law is required. The course is open to second and third year law students, and experience suggests that it is equally suitable for both years.
The syllabus is set out below, although there is some variation of topics selected from year to year, depending on the focus of current debate, and in the order of topics.
• General principles of taxation – objectives of a tax system, types of taxation, and the philosophical foundations of taxation: what gives the state the right to tax? Structure and administration; powers of HM Revenue and Customs. Outline of the British tax system.
• Employment income – taxation of salaries, wages and other remuneration of employees and officers.
• Business income (trading income) – taxation of business profits, income taxation of unincorporated businesses.
• Tax treatment of capital – capital gains tax; other taxes on capital and on income from capital – objectives and effectiveness.
• Corporations – legal forms for carrying on a business, reasons for taxing corporations, corporation tax, integration with taxation of individuals, distributions to shareholders, taxation of shareholders on reorganisations and takeovers, taxation of groups of related companies.
• International aspects – the tax base, tax residence and domicile, double-tax relief, tax treaties and the consequences of British

membership of the EU for UK tax.
- Statutory interpretation and tax avoidance – application and interpretation of tax legislation by the courts; tax evasion and tax avoidance and methods of controlling these activities.

Teaching: 30 hours of seminars in the MT. 30 hours of seminars in the LT. 3 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 4 essays in the MT and LT.
Indicative reading: The principal book for the course is expected to be Lee, Revenue Law Principles and Practice (Bloombury Professional, 2017). Tiley and Loutzenhiser, Revenue Law (Hart Publishing, 2016) will also be referred to. These texts are supplemented by the other readings that will be set. The cases and readings are readily available electronically or in BLPES. Vouchers are available for students on the course to purchase of published copies of the tax legislation at a substantial discount. N.B.: most tax law textbooks are revised extensively on an annual basis, so do not buy an old one!
For some interesting background reading the first five chapters of Tiley et al (2016) are useful. Also see M.C. Blackwell 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] British Tax Review 154.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Selected 'Legislation' may be taken into the examination, with non-verbal markings only.

LL295 Media Law

This information is for the 2017/18 session.

Teacher responsible: Dr Andrew Scott NAB6.25
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course examines the legal and administrative regulation of the press and broadcast media. It focuses on three areas: the regulation of content to protect private interests (such as those in privacy and reputation), the regulation of content in the public interest, and the control of news-gathering practices. The course centres on law and regulation in the UK, as influenced by European law. The course is introduced with an overview of two overarching areas: first, the media landscape and the main social, technological and regulatory influences shaping its development, and secondly, the protection of freedom of expression and freedom of the press in national and international law. It then proceeds to review potential restrictions on these values that are aimed at promoting or preserving specific private and/or public interests. The key private interests included are those in reputation, privacy, confidentiality, and intellectual property. The key public interests included are those in preservation of the integrity of the judicial process, the fairness of political debate, the protection from offensive content, and the protection of consumers. The third part of the course focuses on the regulation of journalists' news-gathering practices, and covers such themes as harassment, surreptitious methods (the 'Dark Arts'), cheque-book journalism, protection of sources, and access to state-held information.
Teaching: 10 hours of seminars, 14 hours of classes and 20 minutes of help sessions in the MT. 8 hours of seminars, 16 hours of classes and 20 minutes of help sessions in the LT.
The intellectual content of the course is introduced in hour-long seminars held weekly throughout most of MT and LT. Classes - two hours in duration, and also held weekly throughout most of MT and LT - are occasions for working through group-based problem exercises that build progressively over three blocks of six weeks. Students also receive support in the writing of their individual research papers.
Formative coursework: Students will be expected to produce 15 problem sets in the MT and LT.
Each week, group-work in classes will focus on 2 sets of problem exercises, and 1 set of policy-focused themes. The problem exercises are designed to allow students to build the knowledge necessary to complete the summative problem-based assessment. The policy-focused sessions are intended to introduce students to themes that may be picked up as topics for the summative coursework.
Indicative reading: Supporting texts for the course include Millar and Scott, Newsgathering: Law, Regulation and the Public Interest (Oxford University Press, 2016); Parkes and Mullis (eds) Gatley on Libel and Slander (Rev 12th edn, Sweet & Maxwell, 2015), and Barendt et al, Media Law: Texts, Cases and Materials (Pearson, 2013); Leveson, An Inquiry Into the Culture, Practices and Ethics of the Press: Report, HC 780, 2012. These and other materials relevant to the course are generally made available via the BLPES electronic resources or online.
Assessment: Coursework (50%, 3000 words) in the MT and LT. Essay (50%, 4000 words) in the ST.
During the year, students must complete three problem exercises in groups, following extensive preparatory group-based problem exercises in classes. These group-based problem exercises are released at the beginning of each part of the course, and the answers developed progressively over the subsequent six weeks. Submission of the group-based answers will take place in week 7 MT, week 3 LT and week 10 LT respectively. The best two grades achieved in these three exercises will comprise 50% of the overall grade for each student for the course.
Each student must also complete one 4,000 word research paper on a theme to be agreed with seminar or class teachers. The grade achieved for this paper will comprise the remaining 50% of the overall grade for the course. This work is supported by the weekly seminars, by the policy-focused element of each class and by short supervision meetings in LT and ST as required.

LL300 Competition Law

This information is for the 2017/18 session.

Teacher responsible: Dr Pablo Ibanez Colomo NAB5.16
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: Competition is widely understood to be the best means to deliver better products at lower prices. The point of competition law is to preserve the process of rivalry between firms, thereby benefitting consumers and society at large. A broad range of corporate strategies are subject to this field of law. For instance, competition authorities enforce the law against powerful firms (such as Microsoft, Google, or Intel) that have the ability to influence market conditions and to exclude smaller rivals. Competition authorities also have the power to block mergers and acquisitions that have the potential to harm consumers (think of a merger creating a monopoly). Attempts by firms to avoid competing by means of secret arrangements (the so-called 'cartels') are another key area of enforcement.
Competition law regimes have progressively become a major feature of legal systems around the world. They have long applied in the US and Europe – including the UK – but have now been adopted (and/or actively enforced), inter alia, in jurisdictions like Brazil, Chile, China, Hong Kong, India, Malaysia, Singapore and South Africa. Unlike other legal disciplines, the relevant provisions in all of these regimes are virtually identical in their form and substance and are enforced in very much the same way. This is, in other words, a truly cosmopolitan field. After this module, you will be equipped to interpret and practice competition law almost anywhere in the world.
After an introduction in which competition law is put in its economic and institutional context, this module will address the main substantive and procedural aspects of the discipline. Topics

covered include the following:
• Anticompetitive agreements between firms (including 'cartels' and distribution agreements).
• Abusive practice by dominant firms.
• Mergers and acquisitions, including both mergers between competitors and vertical and conglomerate arrangements.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 2 essays in the MT and LT.
Indicative reading: Whish and Bailey, *Competition Law* (8th ed 2015); Jones and Sufrin, *EU Competition Law* (5th ed 2014); Hovenkamp, *The Antitrust Enterprise* (2005).
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL301
Global Commodities Law

This information is for the 2017/18 session.

Teacher responsible: Dr Stephen Humphreys 6.15
Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides a critical introduction to the legal regulation of global commodities, with a focus on the colonial histories of Asia, Africa and the Americas. Taking some of the world's most heavily exchanged primary commodities as examples, we will track the development of their production and consumption from their domestic origins to their marketization and circulation in global trade today. The histories of some principal commodities – such as sugar, coffee, rubber, oil – tell the story, and provide the shape, of today's global economy in microcosm. Most significantly, their evolving regulation has provided the base for central elements of the contemporary international and transnational legal architecture. In exploring this history, we will also touch on cross-cutting issues relating to some or all of the following: the law of the sea, human rights, WTO/trade law, environmental law, the laws of war, investment arbitration, labour law, climate change and animal welfare law. We will also be looking at theories of consumption and production more generally, adopting a broad definition of 'commodity' to enrich our understanding and discussion of these topics.
In Michaelmas term, we track the increasingly global circulation of certain basic commodities (spices, gold, sugar, tea, coffee) in the early modern period, and its centrality to the emergence of international law as well as to the formation of colonial relations at this time. Our examination of emerging commodity markets will remain cognizant of the state-formation processes, international law developments, and trans-global networking entailed in their consolidation. We will also look through some basic theoretical and historical texts and aim to have an overview of key legislative texts and vying historical theories of the economy. In Lent term, as well as student presentations and dissertation preparation, we bring our study forward to the industrial era (rubber, whales, oil, industrial metals, precious stones) through to emerging commodities such as carbon or data.
A caveat: The course is predominantly historical and theoretical in nature. It deals in the main with events from the colonial period (c.1515-1960) as they relate to the history of international and transnational law. It does not aim to prepare students for life as a commodity trader. While this class is complementary to LL278 (Public International Law), it is not necessary to have studied LL278 to take this class.
Following completion of the course, students can expect to have a broad understanding of the historial evolution of global markets, with specific knowledge of how certain commodities have contributed to and shaped the most important international law challenges of our time. Through individual presentations and research projects students are expected to develop critical perspectives on aspects of the topics covered throughout the year as well as hone presentation skills.
At the end of the course, students should be able to demonstrate:
• A broad understanding of the historical rise in trade of global commodities, and of the evolution of the early legal regimes, both international and transnational, for their regulation, especially during colonial times.
• An awareness of intersecting legal issues relating to, for example: human rights, trade disputes, law of the sea, laws of war, environmental law, labour, animal welfare and illegal trade.
• An understanding of the impact that historical patterns of production and consumption of commodities around the world have had on contemporary international law structures.
• An appreciation of the critical theory that informs existing scholarly analysis of the trade in global commodities.
Teaching: 20 hours of lectures in the MT. 20 hours of lectures in the LT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Students will be expected to submit one 2,000-word essay in MT.
Indicative reading: Fernand Braudel, The Perspective of the World (Civilization and Capitalism), 3 vols. trans. Si¢n Reynolds (Collins, 1984); Sarah Rose, For All the Tea in China (Arrow Books, 2010); Jean Baudrillard, The Consumer Society (Sage, 1998 [1970]); Duncan Kennedy (1985) 'The Role of Law in Economic Thought: Essays on the Fetishism of Commodities' 34 The American University Law Review 939-1001; Hugo Grotius, The Freedom of the Seas, or the Right Which Belongs to the Dutch to take part in the East Indian Trade [Mare Liberum], trans. Ralph Van Deman Magoffin (Oxford UP, 1916); Alfred Rubin, The Law of Piracy (Naval War College Press, 1988); David Graeber, Debt: the First 5000 Years (Melville House, 2011); Martti Koskenniemi (2011) 'Empire and International Law: The Real Spanish Contribution' 61 University of Toronto Law Journal 1-36; Lauren Benton and Benjamin Straumann (2010) 'Acquiring Empire by Law: From Roman Doctrine to Early Modem European Practice' 28 Law and History Review 1-37; Richard Tuck, Natural Rights Theories, Cambridge UP (1979); Michel Foucault, Territory, Security, Population (Palgrave, 2009); Anne Orford (2005) 'Beyond Harmonization: Trade, Human Rights and the Economy of Sacrifice' 18 Leiden Journal of International Law 179-213; Lorraine Talbot (2013) 'Why Shareholders Shouldn't Vote: A Marxist-progressive Critique of Shareholder Empowerment' 76 Modern Law Review 791-816; Peter Linebaugh and Marcus Rediker, The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic (Verso 2002); Steven Topik, Carlos Marichal and Zephyr Frank (eds), From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000 (Duke University Press, 2006).
Assessment: Essay (85%, 8000 words) in the LT and ST.
Project (15%) in the MT and LT.
Summative assessment will be in two parts:
• 85% for a 6,000-8,000 word long essay (proposal to be submitted in LT)
• 15% for participation in, and presentation of, a research project.

LL305
Jurisprudence

This information is for the 2017/18 session.

Teacher responsible: Dr Michael Wilkinson
Availability: This course is compulsory on the LLB in Laws. This course is available on the BA in Anthropology and Law, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: The aims of the course are: To introduce students to thinking philosophically about the law. To familiarise students with the main methodological, ontological, and normative issues in the study of law and its legitimacy. To provide students with knowledge of some of the most influential legal and political philosophers and their theories of law. To encourage and enable students to think about doctrinal legal questions from a philosophical and critical perspective. To help students to develop legal reasoning skills by training them in abstract, philosophical arguments. Some of the themes that the course covers are: natural law; conventionalist legal positivism; the rule of law; the use and significance of principles in legal reasoning; the social contract tradition (Hobbes; Kant; Rawls); the democratic legitimacy of the state and its law; Marxist approaches to law; Arendt's political theory and its implications for law.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Students will be expected to write at least one essay per term.
Indicative reading: Students are provided with outlines and readings for topics discussed in the Michaelmas and Lent Terms. For some introductory and background reading see: J.E. Penner and E. Melissaris, McCoubrey & White's Textbook on Jurisprudence, OUP 2012; Brian Bix, Jurisprudence: Theory and Context (3rd ed.), Thomson Sweet & Maxwell 2003.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL398 Half Unit
Half-Unit Dissertation on an approved legal topic

This information is for the 2017/18 session.

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.
This course is available to students in Year 3. It may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor. This course cannot be taken in the same year as LL399.
Course content: The half-unit dissertation should be taken in Part II but in exceptional circumstances permission may be sought to take it in Part I.
Students wishing to do either a full or half-unit dissertation should first consult their Academic Adviser in the preceding Summer Term about:
1 whether a dissertation is a suitable option for the student;
2 the particular dissertation topic;
3 who might be an appropriate dissertation supervisor.
Because this option requires considerable independent study, it is generally not advisable to opt to write a full-unit dissertation unless the student has been achieving marks of an upper second class standard. The dissertation subject must be of a suitable academic character that has not already or will not have been explored in depth in any taught course taken by the student but is related to subjects taught in the School.
In light of discussions with their Academic Adviser, a student wishing to pursue this option should approach a potential supervisor for approval. Once they have their supervisor's approval, students should select the relevant dissertation course on LFY. They will then need to complete the 'Dissertation topic approval form' (available on LLB Dissertation Moodle page) which needs to be signed off by the student's proposed Dissertation Supervisor, Academic Adviser and the Chair of Examinations. This should be submitted to the Law Reception by the end of Week 4 of Michaelmas Term, 16.00.
Including the initial meeting, students will have four support meetings with their supervisor to guide them through the research process as follows:
1 One initial meeting to establish the broad topic.
2 A second meeting to agree a title, review an outline and see an initial bibliography.
3 A third meeting to discuss progress and difficulties (optional for half-unit essays).
4 A fourth meeting to give feedback on progress to date, to take place before the end of the Lent Term. In order for this feedback meeting to be of use, students will need to have made substantial progress with the preparation of a draft dissertation by the middle of the Lent Term. It is the student's responsibility to arrange these meetings with the supervisor.
Dissertations are normally submitted on the first day of the Summer Term of the academic session in which the dissertation is being written. There is discretion for an additional oral examination on the subject-matter of an essay which "may extend to cover the wider background aspects of the essay".
Teaching: 1 hour of lectures in the MT.
Beyond the one-to-one sessions held with the dissertation supervisor there is no formal teaching. However, there is a one hour session held in the Michaelmas term for all half-unit and full-unit dissertation students to orient them to the requirements of writing a dissertation.
Indicative reading: There is no essential reading as such, but there is a dedicated moodle site for the LLB dissertation options.
Assessment: Dissertation (100%, 8000 words) in the ST.

LL399
Full-unit Dissertation on an approved legal topic

This information is for the 2017/18 session.

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.
This course is available to students in Year 3 only. It cannot be taken in the same year as LL398.
Course content: The full-unit dissertation can only be taken in Part II (third year) when students are better prepared for it.
Students wishing to do either a full or half-unit dissertation should first consult their Academic Adviser in the preceding Summer Term about:
1 whether a dissertation is a suitable option for the student;
2 the particular dissertation topic;
3 who might be an appropriate dissertation supervisor.
Because this option requires considerable independent study, it is generally not advisable to opt to write a full-unit dissertation unless the student has been achieving marks of an upper second class standard. The dissertation subject must be of a suitable academic character that has not already or will not have been explored in depth in any taught course taken by the student but is related to subjects taught in the School.
In light of discussions with their Academic Adviser, a student wishing to pursue this option should approach a potential supervisor for approval. Once they have their supervisor's approval, students should select the relevant dissertation course on LFY. They will then need to complete the 'Dissertation topic approval form' (available on LLB Dissertation Moodle page) which needs to be signed off by the student's proposed Dissertation Supervisor, Academic Adviser and the Chair of Examinations. This should be submitted to the Law Reception by the end of Week 4 of Michaelmas Term, 16.00.
Including the initial meeting, students will have four support meetings with their supervisor to guide them through the research process as follows:
1 One initial meeting to establish the broad topic.
2 A second meeting to agree a title, review an outline and see an initial bibliography.
3 A third meeting to discuss progress and difficulties (optional for half-unit essays).
4 A fourth meeting to give feedback on progress to date, to take

place before the end of the Lent Term. In order for this feedback meeting to be of use, students will need to have made substantial progress with the preparation of a draft dissertation by the middle of the Lent Term. It is the student's responsibility to arrange these meetings with the supervisor.
Dissertations are normally submitted on the first day of the Summer Term of the academic session in which the dissertation is being written. There is discretion for an additional oral examination on the subject-matter of an essay which "may extend to cover the wider background aspects of the essay".
Teaching: 1 hour of lectures in the MT.
Beyond the one-to-one supervision sessions held with the student's dissertation supervisor there is no formal teaching as such. However, a one hour session will be held in the Michaelmas term for all full-unit and half-unit dissertation students to orient them to the dissertation requirements.
Indicative reading: There is no essential reading as such. There is a moodle site dedicated to the LLB half and full-unit dissertations.
Assessment: Dissertation (100%, 15000 words) in the ST.

LN100
Russian Language and Society 3 (advanced)

This information is for the 2017/18 session.

Teacher responsible: Dr Olga Sobolev TW3 6.01A
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Completion of the Russian Language and Society 2 (Intermediate) course (LN102); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Advanced study of the Russian language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.
Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during the reading week
Formative coursework: Students will be required to complete weekly language exercises.
Indicative reading: Svetlana Le Fleming and Susan Kay, *Colloquial Russian 2*, Routledge, 2003; Additional: Terence Wade, *A Comprehensive Russian Grammar*, Blackwell, 2000; Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012; Robert Service, *A History of Modern Russia*, Penguin, 2009; Orlando Figes, *Natasha's Dance: A Cultural History of Russia*, Penguin, 2003; Russian newspapers on the web.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN101
Russian Language and Society 1 (beginner)

This information is for the 2017/18 session.

Teacher responsible: Dr Olga Sobolev TW3 6.01A
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: No previous knowledge of Russian is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.
Course content: Beginners to intermediate study of the Russian language within the framework of social sciences and culture.
In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.
Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course. Structured activities during the reading week
Formative coursework: Students will be required to complete weekly language exercises.
Indicative reading: Svetlana Le Fleming and Susan Kay, *Colloquial Russian*, Routledge, 2010/2015; Sarah Smyth and Elena Crosby, Rus', *A Comprehensive Course in Russian*, Cambridge University Press, 2002.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN102
Russian Language and Society 2 (intermediate)

This information is for the 2017/18 session.

Teacher responsible: Dr Olga Sobolev TW3 6.01A
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Completion of the Russian Language and Society 1 (Beginner) course (LN101); or a good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: A bridge from intermediate to advanced study of the Russian language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 50 hours of classes in the MT. 50 hours of classes in the

LT. 5 hours of classes in the ST.
Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during the reading week
Formative coursework: Students will be required to complete weekly language exercises.
Indicative reading: Svetlana Le Fleming and Susan Kay, *Colloquial Russian*, Routledge, 2010/2015; Sarah Smyth and Elena Crosby, *Rus', A Comprehensive Course in Russian*, Cambridge University Press, 2002; Cultural awareness: Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN104
Mandarin Language and Society Level 1 (Beginner)

This information is for the 2017/18 session.

Teacher responsible: Dr Hua Xiang tower 3, 601B
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: No previous knowledge of Mandarin is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.
Course content: Beginners to intermediate study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. In this level, the students are required to read and write up to 750 Chinese characters.
Teaching: 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.
Six hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities in week 11 of both MT and LT.
Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.
Indicative reading: CH Xiang, 2010, Mastering Chinese, London. Palgrave Macmillan. X Liu (ed.), 2006, New Practical Chinese Reader, Vol. 1, text book and workbook, Beijing. Beijing Language and Cultural University Press. Y Po-Ching & D Rimmington, 2002, Beginners Chinese – A Grammar and Workbook, Routledge. Oxford Chinese Dictionary, 2010, Oxford Dictionaries.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN110
German Language and Society 3 (advanced)

This information is for the 2017/18 session.

Teacher responsible: Dr Peter Skrandies TW3.6.01f and Mrs Susanne Muller-Menckens TW3.6.01
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: An A-level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Advanced study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 44 hours of classes in the MT. 44 hours of classes in the LT. 4 hours of classes in the ST.
Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities will take place in week 11 of the Michaelmas term and week 11 of the lent Term.
Formative coursework: Weekly language exercises
Indicative reading:
- Beattieed*Collins German Dictionary*7th
- Durrell*Essential German Grammar*Routledge
- LuscherRenate *LandeskundeDeutschland*München VerlagfürDeutsch
- Wolski, Werner (2012), *Pons Kompaktwörterbuch Deutsch als Fremdsprache*, Stuttgart: Klett Verlag

Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN112
German Language and Society 2 (Intermediate)

This information is for the 2017/18 session.

Teacher responsible: Dr Peter Skrandies TW3.6.01f
Availability:
Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: A good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: The course is designed to be a bridge from intermediate to advanced study of the German language within

the framework of social sciences and culture. It will introduce students to the study of the society, economy and culture of German-speaking countries through the medium of German. In a dynamic and communicative way the course develops speaking, listening, reading and writing skills through individual and group work, topical discussions, and by using authentic and multi-media material. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 55 hours of classes in the MT. 55 hours of classes in the LT. 5 hours of classes in the ST.
Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities will take place in week 11 of the Michaelmas Term and week 11 of the Lent Term.
Formative coursework: Weekly language exercises
Indicative reading: Beattie, S. (ed.) (2007) Collins German Dictionary, 7th edition, Glasgow: Harper Collins. Braun, Birgit, Margit Doubek et. al.DaF kompakt B1. Kurs- und Übungsbuch + 2 Audio-CDs. Stuttgart: Klett Verlag. ISBN 978-3-12-676188-8. Durrell, Martin et al. (2002) Essential German Grammar, London: Routledge. Wolski, Werner (2012), Pons Kompaktwörterbuch Deutsch als Fremdsprache, Stuttgart: Klett Verlag
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN120
Spanish Language and Society 3 (advanced)

This information is for the 2017/18 session.

Teacher responsible: Ms Lourdes Hernandez Martin and Ms Mercedes Coca
Availability:
Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Completion of the Spanish Language and Society 2 (Intermediate) course (LN122); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Advanced of the Spanish language through themes related to Spanish speaking societies within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.
Week 11 in MT and LT structured activities.
Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.
Formative coursework: The students will be required to complete weekly language exercises
Indicative reading:
- USO de la gramática española: avanzado, Francisca Castro, editorial Edelsa (más clave con respuestas);
- E Galeano, Las Venas Abiertas de América Latina, 1988;
- H Graham & J Labanyi (Eds), Spanish Cultural Studies, OUP 1995;
- J Hooper, Los Nuevos Españoles, 1996;
- Carlos Fuentes, El Espejo Enterrado, Taurus Bolsillo, 1998
- Edwin Williamson, The Penguin History Of Latin America: New Edition. 2009
- Giles Tremlett, España Ante Sus Fantasmas, Siglo XXI 2006.

Students will be advised to buy any relevant materials at the beginning of the course.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN121
Spanish Language and Society 1 (beginner)

This information is for the 2017/18 session.

Teacher responsible: Ms Lourdes Hernandez Martin TW3.6.01.L and Mr Rafael Penas Cruz TW3.6.01.L
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites:
- No previous knowledge of Spanish is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.
- Please contact one of the teachers responsible **before** registering for this course.
- If you are thinking of taking this course in your 2nd or 3rd year, it is advisable to contact one of the teachers responsible **before** the summer vacation.

Course content:
- Beginners to intermediate study of the Spanish language through themes related to Spanish-speaking societies within the framework of social sciences and culture.
- In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural critical awareness.

Teaching: 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.
Week 11 of MT and LT will provide structured learning activities related to the course.
Six hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.
Formative coursework: Students will be required to complete weekly tasks.
Indicative reading:
- Students will be advised on relevant materials at the beginning of the course

Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic

proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN122
Spanish Language and Society 2 (intermediate)

This information is for the 2017/18 session.

Teacher responsible: Ms Lourdes Hernandez Martin TW3.6.01.L and Mr Rafael Penas Cruz TW3.6.01.L
Availability:
Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites:
• A good pass at GCSE+ / AS Level or its equivalent is required.
• For undergraduates who have either successfully completed the beginner course (LN121) or can show other evidence of the necessary degree of proficiency.
• Please **contact the teacher responsible before registering for this course**.
• If you are thinking of taking this course in your 2nd or 3rd year, it is advisable to contact the teacher responsible **before** the summer vacation.
Course content:
• Intermediate to advanced study of the Spanish language through themes related to Spanish-speaking societies within the framework of social sciences and culture.
• In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials.
• The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural critical awareness.
Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.
Weeks 11 of MT and LT will provide structured learning activities related to the course.
Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.
Formative coursework:
• Students will be required to complete weekly tasks.
Indicative reading:
• Students will be advised on relevant materials at the beginning of the course.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN130
French Language and Society 3 (advanced)

This information is for the 2017/18 session.

Teacher responsible: Miss Florence Niclot TW3 6.01D and Mr Francois Simon TW3 6.01K
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Students must have completed French Language and Society 2 (intermediate) (LN132).
Completion of the French Language and Society 2 (Intermediate) course (LN132); or a good pass at A Level or its equivalent is required. An interview with the course Co-ordinator prior to registration is compulsory.
Course content: Advanced study of the French language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.
Four hours per week, which will feature:
• Interactive seminars
• Oral classes
• Writing classes (grammar, writing for academic purposes
• Workshops
• Tutorials; and
• guided study using IT and Web-based materials including a virtual learning environment supported by Moodle.
Formative coursework: The students will be required to complete weekly language exercises.
Indicative reading: Students will be given the titles of the books when fully registered.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN131
French Language and Society 1 (beginner)

This information is for the 2017/18 session.

Teacher responsible: Miss Florence Niclot TW3 6.01D
Availability:
Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites:
• No previous knowledge of french is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.
Course content: Beginners to intermediate study of the French language within the framework of social sciences and culture.
In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.
Six hours per week, which will feature:
• interactive topical work

• oral practice
• grammar and vocabulary work
• tutorials; and (e) guided study using IT and web-based materials.
Formative coursework: The students will be required to complete weekly language exercises.
Indicative reading: Students will be given the titles of the books when fully registred.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN132
French Language and Society 2 (intermediate)

This information is for the 2017/18 session.

Teacher responsible: Mr Francois Simon TW3 6.01 K and Mr Jean Souvignet TW3 6.01 K
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Students must have completed French Language and Society 1 (beginner) (LN131).
A good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: A bridge from intermediate to advanced study of the French language within the framework of social sciences and culture,that underpin French contemporary Society. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.
Five hours per week, which will feature:
• Interactive topic work
• Oral classes
• Grammar classes
• Seminars
• Tutorials
• Guided study using IT and web-based materials including a virtual learning environment supported by Moodle.
Formative coursework: The students will be required to complete weekly language exercises.
Indicative reading: Students will be given the titles of the books when fully registered.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Continuous assessment (40%) in the MT and LT.
Oral examination (20%) in the ST.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN140
Mandarin Language and Society 3 (Advanced)

This information is for the 2017/18 session.

Teacher responsible: Dr Hua Xiang Tower 3, 601B
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Students must have completed Mandarin Language and Society 2 (Intermediate) (LN142).
A good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 2500 Chinese characters.
Teaching: 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.
Four hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.
Structured activities in week 11 of MT and LT.
Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing essays, in class presentation and online communicative materials.
Indicative reading: X Liu (ed.), 2006, New Practical Chinese Reader, Vol. 4, textbook and workbook, Beijing. Beijing Language and Cultural University Press;
Y Po-Ching & D Rimmington, 2002, Intermediate Chinese - A Grammar and Workbook, Routledge; S Ma (ed.), 2002,
Modern Advanced Mandarin Course, Beijing Language and Cultural University Press;
Oxford Chinese Dictionary, 2010, Oxford Dictionaries.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN142
Mandarin Language and Society 2 (Intermediate)

This information is for the 2017/18 session.

Teacher responsible: Dr Hua Xiang Tower 3, 601B
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Students must have completed Mandarin Language and Society Level 1 (Beginner) (LN104).
This is an intermediate course, and in order to register, completion of Language and Society 1 or GCSE equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: A bridge from intermediate to advanced study of the Mandarin language within the framework of social

sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 1500 Chinese characters.
Teaching: 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.
Five hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.
Structured activities in week 11 of MT and LT.
Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.
Indicative reading: X Liu (ed.), 2006, New Practical Chinese Reader, Vol. 2, text book and workbook, Beijing. Beijing Language and Cultural University Press. X Liu (ed.), 2006, New Practical Chinese Reader, Vol. 3, text book and workbook, Beijing. Beijing Language and Cultural University Press. Y Po-Ching & D Rimmington, 2002, Beginners Chinese - A Grammar and Workbook, Routledge. Oxford Chinese Dictionary, 2010, Oxford Dictionaries.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN200
Russian Language and Society 4 (proficiency)

This information is for the 2017/18 session.

Teacher responsible: Dr Olga Sobolev TW3 6.01A
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Completion of the Russian Language and Society 3 (Advanced) course (LN100) or an equivalent command of Russian is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Further advanced (up to proficiency) study of the Russian language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.
Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.
Structured activities during reading week
Formative coursework: Students will be required to complete weekly language exercises.
Indicative reading: Terence Wade, *A Comprehensive Russian Grammar*, Blackwell, 2000; Robert Service, *A History of Modern Russia*, Penguin, 2009; Geoffrey Hoskins, *Russia and the Russians*, Harvard University Press, 2003; Richard Sakwa, *Russian Politics and Society*, Taylor and Francis, 2007; Nicholas Rzhevsky, *Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 2012; Orlando Figes, *Natasha's Dance: A Cultural History of Russia*, Penguin, 2003; Russian newspapers on the web.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (20%) and research project (20%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN210
German Language and Society 4 (proficiency)

This information is for the 2017/18 session.

Teacher responsible: Dr Peter Skrandies
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations. This course is capped at 16 students.
Pre-requisites: Completion of the German Language and Society 3 (advanced) (LN110) or equivalent knowledge and skills are required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Further advanced (up to proficiency) study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 33 hours of classes in the MT. 33 hours of classes in the LT. 3 hours of classes in the ST.
Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities will take place in week 11 of the Michaelmas Term and the Lent Term.
Formative coursework: Weekly language exercises
Indicative reading:
- Durrell*Hammer's German Grammar and Usage* 5th Routledge
- Durrell, Martin at al (2011) *Practising German Grammar,* 3rd edition, London: Routledge
- Götz, Dieter et al (2008) Grosswörterbuch Deutsch als Fremdsprache, München: Langenscheidt
- Hradil, Stefan (ed.) *Deutsche Verhältnisse. Eine Sozialkunde*, Bonn: Bundeszentrale für politische Bildung. Available online at http://www.bpb.de/shop/buecher/schriftenreihe/142805/deutsche-verhaeltnisse-eine-sozialkunde
- Ruge, Eugen (2011). *In Zeiten abnehmenden Lichts*. Hamburg: Rowohlt

Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN220
Spanish Language and Society 4 (proficiency)

This information is for the 2017/18 session.

Teacher responsible: Ms Mercedes Coca TW3 6.01 I and Ms Lourdes Hernandez Martin TW3 6.01. L
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Completion of the Spanish Language and Society 3 (Advanced) course (LN120) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Further advanced (up to proficiency) study of the Spanish language through themes related to Spanish speaking societies within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 10 hours of lectures and 20 hours of classes in the MT. 10 hours of lectures and 20 hours of classes in the LT. 1 hour of lectures and 2 hours of classes in the ST.
Week 11 in MT and LT structured activities.
Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.
Formative coursework: The students will be required to complete weekly language exercises
Indicative reading:
- F Matte Bon, Gramatica comunicativa del español, Tomo 1 y Tomo 2, Edelsa, 1998

The following works are recommended:
- J P Fussi & J Palafox, España: el Desafio a la Modernidad 1808-1996, Espasa 1997;
- P Preston, Las Tres Españas del 36, 1997;
- P Preston, El Holocausto Español, Debate 2011;
- G Garcia Marquez, Fantasía y creación artística en América Latina y el Caribe 1981;
- N Chomsly, América Latina. de la Colonización a la Globalización, Cátedra, 2003;
- C Fuentes, El Espejo Enterrado, Taurus Bolsillo, 1998.

Students will be advised to buy any relevant materials at the beginning of the course.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN230
French Language and Society 4 (proficiency)

This information is for the 2017/18 session.

Teacher responsible: Mr Francois Simon TW3 6.01K
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Students must have completed French Language and Society 3 (advanced) (LN130).
AND / OR attend a compulsory interview with the course coordinator prior to registration.
Course content:
- Further advanced (up to proficiency) study of French language within the framework of social sciences and culture.
- dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.
Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and web-based material including a virtual learning environment supported by Moodle.
Formative coursework:
- 40 % Research project (in the MT and LT (including 20% for the oral examination in the main exam period)
- 20% Continuous assessment

See Assessment below
Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Project (20%, 2500 words) in the LT.
Oral examination (20%) in the ST.
Continuous assessment (20%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN240
Mandarin Language and Society 4 (Proficiency)

This information is for the 2017/18 session.

Teacher responsible: Dr Hua Xiang Tower 3, 601B
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Students must have completed Mandarin Language and Society 3 (Advanced) (LN140).
Students must complete LN140 or reach equivalent language level. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Further advanced (up to proficiency) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 3500 Chinese characters.
Teaching: 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.
Three hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d)

tutorials; and (e) guided study using IT and web-based materials. Structured activities in week 11 of MT and LT.
Formative coursework: The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.
Indicative reading: Hunshan Carolyn Lee, Hsin-Hsin Liang, Liwei Jiao and Julian K Wheatley, 2010, The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. Hong Kong, Routledge.
Authentic materials from newspaper, web and journals.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN250
English Literature and Society

This information is for the 2017/18 session.

Teacher responsible: Dr Angus Wrenn TW3 6.01A
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations. This course is capped at 32 students.
Pre-requisites: An A-level pass or equivalent is recommended but not required (especially for General Course students).
Course content: (a) Study of 20th century British literature (prose, poetry and drama) in its socio-political context; Study of individual authors (in weekly lectures) - these form the basis of the examination assessment (b) Study of major cultural themes running through the century e.g. Literature of War; Imperialism; Feminism; Modernism; Postmodernism; Political writing - these form the basis of the student's extended coursework essay. (c) Several trips to theatre productions during the year; (d) Extensive use of archive recordings of authors, and video; (e) Students encouraged to draw upon background in their main discipline, and to read widely.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Two hours per week, featuring: (a) Lectures on a range of authors and themes; (b) Classes including students' presentations; (c) Revision Workshops; (d) Tutorials. Structured activities during the reading week
Formative coursework: Two essays per year; presentations.
Indicative reading: (Primary texts) Conrad Heart of Darkness; T S Eliot The Waste Land; Virginia Woolf Mrs Dalloway; James Joyce Portrait of the Artist Forster Passage to India George Orwell Nineteen Eighty-Four; Larkin Collected Poems; Heaney Collected Poems; (Secondary text) The Cambridge History of Twentieth-Century English Literature (The New Cambridge History of English Literature) by Laura Marcus and Peter Nicholls Cambridge: CUP, 2012
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%) in the LT.

LN251
Comparative Literature and 20th Century Political History

This information is for the 2017/18 session.

Teacher responsible: Dr Olga Sobolev TW3 6.01A and Dr Angus Wrenn TW3 6.01A
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course Students).
Course content: Comparative literature of the twentieth century leading up to and including the Cold War. (a) Study of major authors (prose, poetry and drama, in English translation where relevant) on both sides of the Iron Curtain with a focus on the recurrent cultural themes: Fabianism; Utopia/Dystopia; Socialist Realism/Art with a Social Function; Cold War (b) Use of video-recording related to the texts (c) Several related trips to galleries and theatre productions during the year; (d) Students encouraged to draw upon background in their main discipline, and to read widely.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Two hours per week, featuring (a) Lectures on a range of authors and themes; (b) classes including students' presentations; (c) revision workshops; (d) tutorials. Structured activities during the reading week
Formative coursework: Two essays per year; presentations.
Indicative reading: H. G. Wells *The Time Machine*; A. Huxley *Brave New World*; G.B. Shaw *Annajanska the Bolshevik Empress*; E. Zamyatin *We*; G. Orwell *Animal Farm & 1984*; M. Bulgakov *The Heart of a Dog*; W. H. Auden *poems*; V. Mayakovsky *poems*; A. Solzhenitsyn *A Day in the Life of Ivan Denisovich*; A. Makine *A Life's Music*; M. Kundera *The Unbearable Lightness of Being*; Ian Fleming *From Russia with Love*; T. Stoppard *Professional Foul*; S. Dovlatov *The Suitcase*; B. Chatwin *Utz*.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

LN252
Global Literature and Society

This information is for the 2017/18 session.

Teacher responsible: Dr Angus Wrenn TW3 6.01A and Dr Olga Sobolev TW3 6.01A
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).
Course content: (a) Study of contemporary (chiefly post 1990) world literature in the context of modern globalised society, covering prose, poetry and drama; (b) Focus on: cultural imperialism, decline of national frameworks; authors with global identity; 'commodification' of literature; individualism in modern liberal democracies and social fragmentation in the post-totalitarian context; (c) study of individual authors, in English translation where relevant. (d) several related trips to galleries and theatre productions during the year; (e) extensive use of archive recordings of authors, and video; (f) students are encouraged to draw upon their background in their main discipline, and to read widely.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Two hours per week, featuring (a) lectures on a range of authors and themes; (b) classes including students' presentations; (c) revision workshops; and (d) tutorials. Structured activities during the reading week
Formative coursework: Two essays per year and presentations.
Indicative reading: Douglas Coupland, *Generation X;* Viktor Pelevin, *Babylon*; Tom Stoppard, *Rock-n-Roll*; Mohsin Hamid, *The Reluctant Fundamentalist*; Marina Lewicka *A Short History of Tractors in Ukrainian*; Jonathan S. Foer *Everything Is Illuminated*; Vesna Goldsworthy *Gorsky* (Scott Fitzgerald *The Great Gatsby*) ; Vaclav Havel *Leaving* (Shakespeare *King Lear*) Milan Kundera, *Ignorance*; Zadie Smith, Benjamin Zephaniah *Propa Propaganda*; George Szirtes *Collected Poems*
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

LN253
European Literature and Philosophy

This information is for the 2017/18 session.

Teacher responsible: Dr Olga Sobolev TW3 6.01A and Dr Angus Wrenn TW3 6.01A
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).
Course content: (a) Literary treatment of the major philosophical trends of the twentieth century, including the aesthetics of Bergson and Nietzsche, the analytical school of Russell; political philosophy of Isaiah Berlin, the existentialism of Heidegger and Sartre, the paradox of the absurd of Camus, French and East European Phenomenology; Wittgenstein and philosophy of language (b) Related trips to galleries and theatre productions during the year; (c) Use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Structured activities during the reading week
Formative coursework: Two essays per year, presentations.
Indicative reading: Dostoevsky *Crime and Punishment & Notes from the Underground*; Kafka *Metamorphosis* & *The Trial*; Nabokov *Despair & Lolita*, Celan *Todesfuge and other poems*; St-Exupery *The Little Prince*; Solzhenitzyn *One Day in the Life of Ivan Denisovich*; Camus *L'Etranger & The Myth of Sisyphus*; Kundera *The Unbearable Lightness of Being*; Frayn *Copenhagen*; Stoppard *Dogg's Hamlet Cahoot's Macbeth*
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

LN254
Literature and Aspects of Ethics

This information is for the 2017/18 session.

Teacher responsible: Dr Olga Sobolev TW3 6.01A and Dr Angus Wrenn TW3 6.01A
Availability: This course is available on the BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).
Course content: a) Literary treatment/projection of the aspects of ethics, focusing on the classical ideas of Aristotle and Kant, Schopenhauer, and Nietzsche, developed in modern times by Sartre, Lacan, Bernard Williams and Michel Foucault. The course will draw on a range of themes arising from the interface between literary and philosophical studies and will explore such issues as the objectivity of moral reasoning (the question whether the practices that are traditionally and factually legitimated by religion, law or politics are indeed worthy of recognition); the spiritual crisis of the modern world (desire, guilt and innocence); technological omnipotence versus determinism; and the illusion of liberty in a tolerant democracy based on consensus. It will also be concerned with such questions as whether philosophy and literature, when combined, can achieve more than the sum of the two parts.
b) The course is based on a carefully chosen range of short stories from world literature (including such authors as Kafka, Murakami, Kundera, Borges, Bessie Head, Isabel Allende etc.) where there is either a direct allusion to or a strong parallel with the key ethical issues.
c) Related trips to galleries and theatre productions during the year.
d) Use of archive recordings of authors, and video.
e) Students encouraged to draw upon background in their main discipline, and to read widely.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Interdisciplinary structured research field-trips contextualising literature (visual and performance arts), which will contribute to students' experience and develop their critical thinking and transferable skills.
Formative coursework: Students will be expected to produce 2 essays and 10 exercises in the MT and LT.
Indicative reading:
1. Bashevis Singer *The Spinoza of Market Street*
2. Franz Kafka *In The Penal Colony*
3. Isabel Allende *The Guest Teacher*
4. Thomas Mann *Death in Venice*
5. Jorge-Luis Borges *Blue Tigers*
6. Haruki Murakami *The Ice Man*
7. Jean-Paul Sartre *The Wall*
8. Guy de Maupassant *The Model*
9. Heinrich Böll *To Work or not to Work*
10. Bessie Head *A Power Struggle*

- Peter Singer and Renata Singer (eds.), *The Moral of the Story: An Anthology of Ethics Through Literature* (Wiley-Blackwell, 2004)
- Alex Voorhoeve, *Conversations on Ethics* (Oxford University Press, 2011)
- Luc Bovens, 'A response to Prelec', in: Oliver, Adam, (ed.) *Behavioural Public Policy* (Cambridge University Press, 2013
- Brian Stock, *Ethics through Literature: Ascetic and Aesthetic Reading in Western Culture* (Brandeis, 2008)

Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

LN270
Society and Language: Linguistics for Social Scientists

This information is for the 2017/18 session.

Teacher responsible: Dr Peter Skrandies TW3.6.01f
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Course content: The course will introduce students to key (socio) linguistic concepts (semantic and pragmatic meaning, discourse, register, genre, dialect, idiolect, sociolect) employed in the analysis of language use as a social process. Students will explore the reciprocal relationship between language and specific social contexts and structures (class, gender, ethnicity), and study the role that language plays in the creation, maintenance and change of social relations and institutions. Important themes are changing attitudes to language and the prestige afforded to particular languages and language varieties. The use of language for academic purposes will be analysed, as will be situations of language contact, multilingualism and the role of translation in intercultural and international communication. The implications and consequences for less widely used languages of the emergence of English (and other widely spoken languages) as global lingua francas will be outlined and discussed.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Two hours per week, featuring: (a) Lectures on a range of concepts and themes; (b) classes including students' presentations; (c) revision workshops; (d) tutorials. Students on this course will have a reading week in Week 6 of MT and LT.
Formative coursework: Short essays, linguistic analyses, presentations.
Indicative reading:
- Mesthrie, Rajend (ed) (2011) *The Cambridge Handbook of Sociolinguistics*, Cambridge: Cambridge University Press
- Meyerhoff, Miriam (2011). *Introducing Sociolinguistics*, 2nd edition, London: Routledge;
- Mooney, Annabelle et al (2010). *Language, Society and Power*. *An Introduction*, 3rd edition, London: Routledge
- Wardhaugh, Ronald (2010). *An Introduction to Sociolinguistics*, Oxford: Wiley-Blackwell
- Weber, Jean-Jacques & Kristine Horner (2012). *Introducing Multilingualism. A Social Approach*, Routledge: London
- Yule, George (2010). *The Study of Language*, 4th ed., Cambridge: Cambridge University Press
- Wodak, Ruth et al (2011) *The SAGE handbook of sociolinguistics,* London: SAGE

Assessment: Exam (60%, duration: 3 hours) in the main exam period.
Project (30%, 4000 words) in the ST.
Presentation (10%, 500 words) in the MT.

LN320 Not available in 2017/18
Spanish Language and Society 5 (mastery)

This information is for the 2017/18 session.

Teacher responsible: Mr Rafael Penas Cruz TW3 6.01 L
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Completion of the Spanish Language and Society 4 (Proficiency) course (LN220) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Further advanced (up to the level of mastery) study of the Spanish language through themes related to Spanish speaking societies within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Week 11 in MT and LT structured activities.
Two hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials
Formative coursework: The students will be required to complete weekly language exercises
Indicative reading: The following works are core texts:
- Gabriel Garcia Marquez, Cien Años de Soledad;
- Carmen Laforet, Nada;
- Tomas Eloy Martinez, Santa Evita,
- Luis CERNUDA, "La realidad y el deseo", Fondo Cultura Económica, Madrid, 1982,
- Poesia; Jaime GIL DE BIEDMA,: Antología poética (2001); Alianza Editorial, SA; Fuguet, Alberto; Sergio Gomez (Eds),
- Presentación del país McOndo, En McOndo, Barcelona: Grijalbo, 1996;
- Amores Perros (2000) Filmax DVD;
- Ay Carmela! [1990] Arrow Warner Home Video DVD;

Students will be advised to buy any relevant materials at the beginning of the course.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN330
French Language and Society 5 (mastery)

This information is for the 2017/18 session.

Teacher responsible: Mr Francois Simon TW3 6.01 K
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Students must have completed French Language and Society 4 (proficiency) (LN230).
AND / OR attend a compulsory interview with the course co-ordinator prior to registration.
Course content:
- Further advanced (up to the level of mastery) study of the French language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing - including grammar) through individual and group work, topical discussions, authentic and studio-based multi-media materials.
- The focus on accuracy, near native command of the target Language, maximisation of cultural awareness through the latest developments with a particular emphasis on using student centred approach in course delivery, preparing the students to be fully operational in a French speaking company or any other Organisation where near native command of French is an essential requirement.

Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Two hours per week, which will feature: (a) seminars; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language (f) grammar. Showroom, IT and web-based material including a virtual learning environment supported by Moodle.
Formative coursework:
• 40% : Research project (in the MT and LT (including an Oral examination (20%) in the main exam period).
• 20% : Continuous assessment (in the MT and LT).
See Assessment below
Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web.The course is in the process of being supplemented with new activities, topics and themes that underpin French Modern Society.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Project (20%, 3000 words) in the LT.
Oral examination (20%) in the ST.
Continuous assessment (20%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN340
Mandarin Language and Society 5 (Mastery)

This information is for the 2017/18 session.

Teacher responsible: Dr Hua Xiang Tower 3, 601B
Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.
Pre-requisites: Students must have completed Mandarin Language and Society 4 (Proficiency) (LN240).
This is a Mastery course, and in order to register, completion of Language and Society 4 or equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.
Course content: Further advanced (up to the level of mastery) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 5000 Chinese characters.
Teaching: 20 hours of classes in the MT. 20 hours of classes in the LT. 2 hours of classes in the ST.
Two hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.
Structured activities in week 11 of MT and LT.
Formative coursework: The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.
Indicative reading: Students are encouraged to make full use of the resources of language gateway at LSE and online magazine subscription. There will be guided authentic materials from newspaper, web and journals.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Oral examination (20%) in the ST.
Continuous assessment (40%) in the MT and LT.
Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LSE100
The LSE Course: Understanding the causes of things

This information is for the 2017/18 session.

Teacher responsible: Dr Jessica Templeton KSW4.06
Academics from a range of LSE departments contribute to the course.
Availability: Compulsory course on all undergraduate programmes: students complete Term 1 in Lent Term of their first year and Term 2 in Michaelmas Term of their second year. The course is not available to General Course students or to second-year direct-entry students.

Course content: The course introduces students to the fundamental elements of thinking like a social scientist. As no complex issue can be fully understood through the lens of a single discipline, LSE100 explores pressing social issues from the perspective of different fields of social science. The goal of the course is to enable students to complement intellectual grounding in their discipline with a broad understanding of different ways of thinking. In four five-week modules, the course will ask 'big' questions, such as: 'How should we address poverty and inequality?' and 'Should markets be constrained or unleashed?' Using such questions as guides, students will explore different types of evidence, forms of explanation and strategies for abstraction and modelling that are used across the social sciences. The aim is not only to broaden students' intellectual experience, but also to deepen their critical understanding of their own disciplines. LSE100's focus on the core elements of social scientific reasoning will be accompanied by a strong emphasis on critical thinking, research and communication skills.
Teaching: 15 hours of classes and 5 hours of specialized online lectures, plus four optional workshops, in the MT. 15 hours of classes and 5 hours of specialized online lectures, plus four optional workshops, in the LT.
Formative coursework: Formative activities will be completed in class and may include writing assignments or data analysis tasks.
Indicative reading: Readings are module-specific. Class reading packs are provided in hard copy and are all available from the LSE100 Moodle site, along with additional reading and resource recommendations.
Assessment: In both terms, students will write a summatively-assessed persuasive academic argument and work with a group of their peers on a project and presentation related to one of the modules. Students will also complete a portfolio of work including weekly questions designed to support students' reading, as well as a piece of reflective writing. These portfolio exercises are designed to support continuous learning throughout the term, and support students' engagement with key theories and critical analysis of arguments or evidence. The group project will be completed in Weeks 4 and 5, the portfolio will be due in Week 10, and the written work will be due in Week 11. The written work and group projects are each worth 20% of the student's final mark and the portfolio exercises are worth 10% per term. Students receive a numeric mark and overall grade for the course of Distinction, Merit, Credit or Fail.

MA100
Mathematical Methods

This information is for the 2017/18 session.

Teacher responsible: Dr Ioannis Kouletsis
Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics.
Course content: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses. Topics covered: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vector-valued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics.
Teaching: 20 hours of lectures, 10 hours of classes and 20 hours of Workshops in the MT. 20 hours of lectures, 11 hours of classes and 20 hours of Workshops in the LT. 2 hours of lectures in the ST
Formative coursework: Students will be expected to complete homework assigned weekly. Written answers to the homework questions are submitted to the appropriate class teacher for feedback. In addition, in-class open book practice sessions will be conducted weekly in class. These are also submitted to the appropriate class teacher for feedback. Success in this paper depends on dealing withthe written work as it is assigned, in a regular and systematic manner.
Indicative reading: Ken Binmore & Joan Davies, Calculus, Concepts and Methods; Martin Anthony & Michele Harvey, Linear Algebra, Concepts and Methods.
Assessment: Exam (75%, duration: 3 hours) in the main exam period. Exam (25%, duration: 1 hour) in the LT week 0.

MA103
Introduction to Abstract Mathematics

This information is for the 2017/18 session.

Teacher responsible: Prof Bernhard Von Stengel and Prof Graham Brightwell
Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students should have taken, or be taking concurrently, the course Mathematical Methods (MA100).
Course content: The course is an introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis. Specific topics covered are as follows: Logic, integers, sets and functions, prime numbers, relations, real and complex numbers, greatest common divisor and modular arithmetic, infimum and supremum, sequences, limits, continuity, groups and vector spaces.
Teaching: 20 hours of lectures, 10 hours of classes and 10 hours of workshops in the MT. 21 hours of lectures, 10 hours of classes and 10 hours of workshops in the LT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Students are expected to have one of the recommended textbooks: N L Biggs, Discrete Mathematics (2nd edn) or P J Eccles, An Introduction to Mathematical Reasoning. Further background reading can be found in R Allenby, Numbers and Proofs; M Liebeck, A Concise Introduction to Pure Mathematics; V Bryant, Yet Another Introduction to Analysis; R Bartle & D Sherbert, Introduction to Real Analysis and H Anton, Elementary Linear Algebra.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MA107 Half Unit
Quantitative Methods (Mathematics)

This information is for the 2017/18 session.

Teacher responsible: Dr James Ward
Availability: This course is compulsory on the BSc in Management and BSc in Social Policy and Economics. This course is available on the BSc in Accounting and Finance, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Government and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: A-level Mathematics (or equivalent).
Students with A-level Mathematics who are confident of their mathematical skills may also consider the full unit **MA100 Mathematical Methods**.
Course content: The aim of this course is to develop the basic mathematical tools necessary for further study in economics and related disciplines. To this end we focus on: techniques of calculus (differentiation, partial differentiation, optimisation and integration), methods of linear algebra (use of matrices), and the solution of difference and differential equations. The ideas are taught systematically, with emphasis on their application to economic problems. Examples are used throughout the course for motivation and illustration.
Specific topics are as follows: sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation and convexity. Matrix notation, systems of linear equations, inverse matrices. Integration. Differential equations.
Teaching: 20 hours of lectures, 10 hours of classes and 10 hours of workshops in the MT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: The course follows M Anthony & N L Biggs, Mathematics for Economics and Finance: Methods and Modelling, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, Mathematics for Economics: Models and Methods, Blackwell, 1993. There are many other books with

titles like Mathematics for Economists but none of them are close enough for use in this course. Further information will be provided in the lectures.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA110
Basic Quantitative Methods

This information is for the 2017/18 session.

Teacher responsible: Dr James Ward and Dr Pavel Gapeev
Availability: This course is available on the BSc in Accounting and Finance and BSc in Government and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: GCSE or AS-level Mathematics (or equivalent). Students with A-level Mathematics (or equivalent) should take **MA107 Quantitative Methods (Mathematics) or MA100 Mathematical Methods.**
Course content: The course is designed to provide students with the elementary mathematical tools that are needed to study Economics. Students will be introduced to basic mathematical concepts and manipulations. Examples of applying these techniques to a variety of economical and management problems are given throughout the course. Content - Part A: Arithmetic operations, powers and roots; basic algebra; introduction to linear programming; logarithms and exponential growth; sets, functions and graphs; differentiation of functions of one variable; marginal cost and marginal revenue; optimisation of functions of one variable; difference equations; equilibrium and stability in dynamical models. Content - Part B: Introduction to integration; consumer and producer surplus; matrix algebra; systems of linear equations; functions of several variables; partial differentiation; optimisation and the Lagrange multiplier method.
Teaching: 20 hours of lectures, 10 hours of classes and 10 hours of workshops in the MT. 22 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: The course will be mostly taught from the lecturers' notes. The following books can provide additional material: T Bradley & P Patton, Essential Mathematics for Economics and Business; E T Dowling, Mathematics for Economists (Schaum's Outline Series); I Jacques, Mathematics for Economics and Business; M Rosser, Basic Mathematics for Economists; M Anthony & N L Biggs, Mathematics for Economics and Finance: Methods and Modelling, CUP, 1996.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MA203 Half Unit
Real Analysis

This information is for the 2017/18 session.

Teacher responsible: Dr Konrad Swanepoel
Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Introduction to Abstract Mathematics (MA103), or some equivalent giving experience with formal proofs, convergence of sequences and continuity of functions.
Course content: This is a course in real analysis for those who have already met the basic concepts of sequences and continuity on the real line. Here we generalize these concepts to Euclidean spaces and to more general metric and normed spaces. These more general spaces are introduced at the start and are emphasized throughout the course.
Topics covered are:
• Sequences and series on the real line.
• Metric and normed spaces; open and closed sets, topological properties of sets and equivalent metrics, sequences in metric spaces, compactness, completeness.
• Continuity of real valued functions and of functions between metric spaces, uniform continuity and Lipschitz condition.
• Differentiation of real valued functions, the mean value theorem, differentiation of functions between Euclidean spaces and partial derivatives.
• Riemann integral and the fundamental theorem of calculus.
• Sequences and series of functions; pointwise and uniform convergence of sequences of functions, power series and series in normed spaces.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: A comprehensive pack of lecture notes will be provided.The following may prove useful:
• Robert G Bartle & Donald R Sherbert, Introduction to Real Analysis
• W A Sutherland, Introduction to Metric and Topological Spaces
• Tom Apostol, Mathematical Analysis, second edition.
• Walter Rudin, Principles of Mathematical Analysis, third edition.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA207 Half Unit
Further Quantitative Methods (Mathematics)

This information is for the 2017/18 session.

Teacher responsible: Dr James Ward
Availability: This course is available on the BSc in Accounting and Finance and BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students should have previously taken **MA107 Quantitative Methods (Mathematics)**. It is not available to students who have taken **MA100 Mathematical Methods**, or equivalent, nor higher level methods courses.
Course content: This is a second course in quantitative methods, following on directly from Quantitative Methods (Mathematics) (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance. Topics covered: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear systems of recurrence equations. Markov process. Second-order recurrence equations. Macroeconomic models. Vector geometry. Gradient and directional derivative. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Taylor's approximation. Optimisation of functions of two or more variables.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: M Anthony & N Biggs, Mathematics for Economics and Finance (Cambridge, 1996); A Ostaszewski, Mathematics in Economics (Blackwell, 1993).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA208 Half Unit
Optimisation Theory

This information is for the 2017/18 session.

Teacher responsible: Prof Bernhard von Stengel COL 4.12
Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) are pre-requisites. Real Analysis (MA203) is desirable, and students who have not done MA203 should contact the teacher responsible.
Course content: The course describes various techniques of optimisation, gives a mathematical presentation of the relevant theory, and shows how they can be applied. Introduction and review of relevant mathematical background. Introduction to combinatorial optimisation; shortest paths in directed graphs; algorithms and their running time. Classical results on continuous optimisation: Weierstrass's Theorem on continuous functions on compact set; optimisation of differentiable functions on open sets; Lagrange's Theorem on equality constrained optimisation; Kuhn and Tucker's Theorem on inequality constrained optimisation. Linear programming and duality theory.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Good sources of literature are R K Sundaram, A First Course in Optimisation Theory; N L Biggs, Discrete Mathematics (2nd edition). Additional notes will be made available throughout the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA209 Half Unit
Differential Equations

This information is for the 2017/18 session.

Teacher responsible: Prof Jan van den Heuvel
Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) are pre-requisites. Real Analysis (MA203) and/or Further Mathematical Methods (MA212) are highly desirable, and students who have done neither MA203 nor MA212 should contact the lecturer.
Course content: The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems. Specific topics covered are: First examples; illustrations of use of the computer package Maple. Existence and uniqueness of solutions. Autonomous 1 and 2 dimensional systems. Linear equations and systems: phase portraits; classification of systems in the plane; higher dimensional systems and higher order equations. Nonlinear systems in the plane: local and global behaviour; linearisation and stability at equilibrium points; Lyapunov functions; limit cycles. Control theory; linear systems; controllability.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Full notes will be handed out throughout the course. A good additional text book is D K Arrowsmith & C M Place, Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour. Other books closely related to R Grimshaw, Nonlinear Ordinary Differential Equations and W A Brock & A G Malliaris, Differential Equations, Stability and Chaos in Dynamic Economics.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA210 Half Unit
Discrete Mathematics

This information is for the 2017/18 session.

Teacher responsible: Dr Peter Allen
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: MA103 Introduction to Abstract Mathematics, or an equivalent course giving a background in rigorous mathematics.
Course content: This is a course covering a number of concepts and techniques of discrete mathematics. Topics covered: Counting: selections; inclusion-exclusion; generating functions; recurrence relations. Graph Theory: basic concepts; walks, paths, tours and cycles; trees and forests; colourings. Coding theory: basic concepts; linear codes.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: PJ Cameron, Combinatorics (CUP 1994); NL Biggs, Discrete Mathematics (OUP 2004)
Extensive notes covering the course content will be distributed as well.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA211 Half Unit
Algebra and Number Theory

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Anthony COL 3.13
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students must have completed Introduction to Abstract Mathematics (MA103) and Mathematical Methods (MA100).
Course content: The aim of this course is to continue (from MA103) the study of abstract algebraic structures. There are two main strands in the course. First, we develop further the theory of groups, using permutation groups as a key example. We investigate the important concepts of normal subgroups and quotient groups. Secondly, we introduce rings, and study factorisation in rings, where we also look at some connections with number theory. Groups: Review of basic group theory; permutations and permutation groups; homomorphisms; conjugation, normal subgroups and quotient groups; the first isomorphism theorem for groups. Rings: basic properties of rings and examples (including polynomial rings, matrix rings, and number rings); subrings, ideals and ring homomorphisms; divisibility in integral domains; greatest common divisors; Euclidean rings and unique factorisation; applications to number

theory; principal ideal domains.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Introduction to Algebra, Peter J Cameron (OUP 1988); Rings, Fields and Groups: Introduction to Abstract Algebra, Reg Allenby (Butterworth-Heinemann, 2nd edition 1991)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA212
Further Mathematical Methods

This information is for the 2017/18 session.

Teacher responsible: Prof Jozef Skokan, Prof Adam Ostoja-Ostaszewski and Dr Arne Lokka
Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent, entailing intermediate-level knowledge of calculus and linear algebra, linear independence, eigenvalues, diagonalisation, and proficiency in techniques of differentiation and integration.
Course content: This course develops ideas first presented in MA100. It is divided into two halves: calculus and linear algebra. The calculus half explores how integrals may be calculated or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations. This aim is achieved by studying the following topics: Limit calculations. Riemann integral. Multiple integration. Improper integrals. Manipulation of integrals. Laplace transforms. Riemann-Stieltjes integral (permitting application of the Laplace transform to discrete and continuous probability distributions), to a level of detail dependent on time constraints. The linear algebra half covers the following topics: Vector spaces and dimension. Linear transformations, kernel and image. Real inner products. Orthogonal matrices, and the transformations they represent. Complex matrices, diagonalisation, special types of matrix and their properties. Jordan normal form, with applications to the solutions of differential and difference equations. Singular values, and the singular values decomposition. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.
Teaching: 22 hours of lectures and 10 hours of classes in the MT. 22 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: A Ostaszewski, Advanced Mathematical Methods for both halves.
Useful background texts:
(i) for the calculus half: Ken Binmore & Joan Davies, Calculus, Concepts and Methods; M R Spiegel, Laplace Transforms; R A Adams, Calculus.
(ii) for the linear algebra half: Martin Anthony and Michele Harvey, Linear Algebra: Concepts and Methods (Cambridge University Press 2012).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MA231
Operational Research Methods

This information is for the 2017/18 session.

Teacher responsible: Prof Gregory Sorkin and Dr Laszlo Vegh
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
The course code and some of its content changed in 2017/18. Previously, the course code was MG211.
Pre-requisites: Mathematics, Statistics and Probability Theory to the level of the courses MA107 Quantitative Methods (Mathematics) and ST107 Quantitative Methods (Statistics) is required. In particular, students should have covered elementary distribution theory and the Poisson Process, and have an elementary knowledge of linear algebra. Students must be prepared to use computer packages when required.
Course content: An introduction to all the main theoretical techniques of Operational Research.
Linear optimisation: from the most basic introduction to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions.The transportation programme: properties of solution, connections with graph theory, an algorithm for hand computation. Modelling real world problems using linear optimisation.
Various other operational research techniques including: Shortest Paths, Critical Path Analysis, Markov Chains, Stable Matchings, Queueing Theory, Simulation, Inventory Management, Dynamic Programming, Decision Theory, Game Theory.
The course includes an assessed software component. The software used will be "Microsoft Excel" and the add-on packages "LP solve" to solve linear optimisation problems and "@ risk" to perform Monte Carlo simulation.
Full lecture notes are provided.
Teaching: 20 hours of lectures and 20 hours of classes in the MT. 10 hours of lectures, 10 hours of classes and 5 hours of computer workshops in the LT. 3 hours of lectures in the ST.
Students will receive 30 hours of lectures (20 in the MT and 10 in the LT) accompanied by 30 hours of classes. There will be 3 revision sessions in the summer term. Furthermore, during the LT there will be 5 non-compulsory computer workshops
Formative coursework: Students will be expected to produce 8 problem sets in the MT and 1 project and 4 problem sets in the LT. Twelve short problem sets will need to be submitted as formative coursework. A mock project will be given, similar in format to the summative project, to be carried out by the same groups that will work on the final project. This is meant as a trial run of the group project, with a similar level of work but with no summative mark.
Indicative reading: Comprehensive lecture notes will be provided. The course content largely follows the following textbook:
- F S Hillier, G J Liebermann, Introduction to Operations Research, McGraw-Hill Series in Industrial Engineering and Management Science. Any edition from 7th onward.
- Duxbury
- W L Winston, S C Albright: Practical Management Science, Cengage Learning. 4th edition or later.
- H P Williams, Model Building in Mathematical Programming, Wiley (2013).

Assessment: Exam (80%, duration: 2 hours and 45 minutes) in the main exam period.
Case analysis (20%) in the LT.
The group project will consist of a case study developed by lecturer and presenting a (simplified version of a) real world problem that is amenable to optimisation and simulation techniques that are taught in the course. The students will need to choose the appropriate techniques, develop a mathematical

model, implement it using the software taught in the course, and write a report describing the approach and reporting critically the results obtained from the solution of the model.
The group project will be in randomly allocated groups of 3, and students will need to submit a teamwork evaluation form to assess whether the workload was fair and balanced.

MA300
Game Theory

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Duetting, Prof Bernhard Von Stengel and Prof Olivier Gossner
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA107). Some knowledge of probability. Knowledge of economics as covered in **Microeconomic Principles I** (EC201) or **Microeconomic Principles II** (EC202).
Course content: Concepts and methods of game theory with applications to economics. MA300.1: same as for Game Theory I (MA301). MA300.2: Coalitional game theory - central solution concepts with application: the core, Shapley value, stable sets, weighted majority games, market games, stable matching.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 22 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Lecture slides will be provided, as well as references to selected papers. Further reading: R Gibbons, A Primer in Game Theory, 1992; A Mas-Colell, M Whinston, J Green: Microeconomic Theory; M Osborne, A Rubinstein: A Course in Game Theory; M Maschler, E Solan, S Zamir: Game Theory.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MA301 Half Unit
Game Theory I

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Duetting and Prof Bernhard Von Stengel
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Management, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA107). Some knowledge of probability.
Course content: Concepts and methods of game theory with applications to economics. Game trees with perfect information, Nim. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. If time permits: The Nash bargaining solution. Multistage bargaining.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Lecture notes will be provided. Further reading: K Binmore, Playing for Real: Game Theory CUP, 2007; E Mendelson, Introducing Game Theory and Its Applications, CRC 2004.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA303 Half Unit
Chaos in Dynamical Systems

This information is for the 2017/18 session.

Teacher responsible: Prof Graham Brightwell
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Mathematical Methods (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in **Introduction to Abstract Mathematics** (MA103), is desirable. In particular, some familiarity with proving theorems would be useful.
Course content: Given a function f:X->X, what is the (iterative) behaviour of fn (x)=f(f(...(f(x)))) (f applied n times). What do 'orbits' of f look like - an orbit has the form x, f(x), f(f(x)).,,, Particular emphasis is given to long-term evolution and stability analysis of such systems f:X->X. We explore connections with so-called fractal sets, which are roughly sets that look the same at any degree of magnification, and may have a dimension which is not an integer. We also discuss chaotic maps f, where fn (x) cannot be determined if there is any small uncertainty about x. Topics covered: Iteration of discrete maps. Orbit analysis. Contraction mapping theorem. Quadratic maps. Bifurcations. Definition of chaos. Sarkovskii's theorem. Fractal sets.
Teaching: 21 hours of lectures and 10 hours of classes in the MT. 1 hour of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Full lecture notes will be provided. The following may prove useful, R Devaney, A First Course in Chaotic Dynamical Systems; R Devaney, An Introduction to Chaotic Dynamical Systems; E Scheinerman, Invitation to Dynamical Systems. A fun and interesting read might be Glieck, J.,Chaos: Making a New Science.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA305 Half Unit Not available in 2017/18
Optimisation in Function Spaces

This information is for the 2017/18 session.

Teacher responsible: Prof Adam Ostoja-Ostaszewski
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students should have attended a course in Mathematical Methods, ideally **Further Mathematical Methods** (MA212).

Course content: This is a course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples. This course develops a geometric approach to those optimisation problems which involve the choice of functions. Applications relevant to Economic Theory are studied. It introduces key methods of continuous time optimisation in a deterministic context, including the Calculus of Variations, Pontryagin's Principle and Bellman's Principle. Specific topics include: Introductory examples. Calculus of variations. Euler-Lagrange Equations. Necessary conditions. Maximum Principle. Transversality conditions. Linear time-invariant state equations. Controlability. Dynamical programming. Applications to Economics.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: A full set of lecture notes will be provided. D. G. Luenberger, Optimization by Vector Space Methods, Wiley, 1969.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA310 Half Unit
Mathematics of Finance and Valuation

This information is for the 2017/18 session.

Teacher responsible: Dr Johannes Ruf
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: MA313 Probability for Finance is required
Course content: Main mathematical ideas in the modelling of asset price evolution and the valuation of contingent claims (e.g., calls, puts); discrete methods will dominate. Introductory treatment of the Black-Scholes continuous-time model. This course introduces a range of mathematical concepts and techniques of modern finance. It considers discrete and continuous time models for the price dynamics of actively traded assets. It develops the basic principles of risk-neutral valuation of contingent claims, such as call and put options. The course contains some elements of stochastic analysis such as Brownian motion, stochastic integration, stochastic change of variable formula, change of probability measures. These analytic tools are used for the pricing of contingent claims in stochastic models of financial markets. Specific topics studied include: one-period and multi-period binomial tree models; the Black and Scholes model; self-financing replicating portfolios; martingales and conditional expectation; Itô calculus; risk-neutral valuation of call and put options in the absence of arbitrage; the Black and Scholes formula; option deltas, gammas, vegas, and other sensitivities.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Lecture notes will be provided. Background texts: T Bjork, Arbitrage Theory in Continuous Time, Oxford Finance, 2004; A Etheridge, A Course in Financial Calculus, CUP, 2002; M Baxter & A Rennie, Financial Calculus, CUP, 1996; P Wilmott, S Howison & J Dewynne, The Mathematics of Financial Derivatives, CUP, 1995; J Hull, Options, Futures and Other Derivatives, 6th edition, Prentice-Hall, 2005. D Lamberton & B Lapeyre, Introduction to stochastic calculus applied to finance, 2nd edition, Chapman & Hall, 2008. S E Shreve, Stochastic Calculus for Finance. Volume I: The Binomial Asset Pricing Model; Volume II: Continuous-Time Models. Springer, New York, 2004.
Assessment: Oral examination (100%) in the ST.

MA313 Half Unit
Probability for Finance

This information is for the 2017/18 session.

Teacher responsible: Dr Christoph Czichowsky
Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students must have completed Real Analysis (MA203).
Experience obtained through other Mathematics and Statistics courses is highly desirable.
Course content: The purposes of this course are (i) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (ii) to explore those aspects of the theory most used in advanced analytical models in economics and finance. The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Markov chains. Convergence of random variables. Conditional expectation and martingales, in the discrete case.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, A First Look at Rigorous Probability Theory; G R Grimmett & D R Stirzaker, Probability and Random Processes; D Williams, Probability with Martingales. J Jacod & Ph Protter, Probability Essentials; A Klenke Probability Theory. A Comprehensive Course.
Assessment: Oral examination (100%) in the ST.

MA314 Half Unit
Algorithms and Programming

This information is for the 2017/18 session.

Teacher responsible: Dr Paul Duetting
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Introduction to Abstract Mathematics (MA103), or an equivalent course giving a background in rigorous mathematics.
Course content: Introduction to theory of algorithms and basics of Python programming. The Euclidean algorithm. Time complexity of algorithms. Asymptotic notation. Heaps. Sorting. Recursive algorithms. Stacks and queues. Linked lists. Graphs. Breadth-first and depth-first search. Connectivity and topological sorting. Dijkstra's algorithm. Closest pair in the plane.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: T H Cormen, C E Leiserson & R L Rivest, Introduction to Algorithms, MIT Press 1990 (or 2nd edn, 2001 or 3rd edn, 2009)
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Coursework (20%) in the LT.

MA315 Half Unit
Algebra and its Applications

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Anthony
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have passed MA103 Introduction to Abstract Mathematics and, ideally, have taken MA211 Algebra and Number Theory. Students who have not taken MA211 may, in some cases, take the course with the lecturer's permission. (A small amount of additional reading on their part will be required).
Course content: The aim of the course is to continue the study of abstract algebraic structures and show how these structures can be used to solve concrete problems. There are three strands: Group actions; Rings, polynomials and fields; Applications, including coding and cryptography. Group actions; revision of permutation groups; orbits and stabilizers, the orbit-stabilizer theorem; applications to counting problems. Rings, polynomials and fields: revision of rings; quotient rings; polynomial rings and the Euclidean algorithm for polynomials; irreducible polynomials and factorisation of polynomials. fields; fields as quotients of polynomial rings; construction and properties of finite fields: Applications: Designs and orthogonal latin squares ; Error-correcting codes, including linear codes, cyclic codes and perfect codes; cryptography.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Lecture notes will be provided but additional reading is recommended. Discrete Mathematics, N L Biggs, (specifically Chapters 20-24, together with some introductory material from earlier chapters). Introduction to Algebra, Peter J Cameron (OUP 1988); Rings, Fields and Groups: Introduction to Abstract Algebra, Reg Allenby (Butterworth-Heinemann, 2nd edition 1991). Codes and Cryptography, D J A Welsh (Clarendon Press 1988) Codes, N.L. Biggs (Springer, 2008).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA316 Half Unit
Graph Theory

This information is for the 2017/18 session.

Teacher responsible: Dr Julia Boettcher
Availability: This course is available on the BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: MA103 or equivalent course giving a background in rigorous mathematics.
Course content: This course examines the basic concepts and techniques of graph theory. The topics to be covered are: fundamental concepts, flows, connectivity and matchings, colourings, extremal problems. Optional topics include Ramsey theory, the probabilistic method, spectral graph theory, or matroids.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 1 hour of lectures in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: D. B. West, *Introduction to Graph Theory*, Prentice Hall 2001.R. Diestel, *Graph Theory*, Springer 2010. N. L. Biggs, *Discrete Mathematics*, OUP 2004. J.A.Bondy and U.S.R. Murty, *Graph Theory with Applications*, North-Holland, 1976. B. Bollobas, *Modern Graph Theory*, Springer 1998.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA317 Half Unit
Complex Analysis

This information is for the 2017/18 session.

Teacher responsible: Dr Amol Sasane
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Solid grounding in mathematics, especially analysis, in particular MA203 Real Analysis.
Course content: The course will cover the fundamental concepts and methods in complex analysis. The basic objects of study in the course will be complex differentiable functions in domains, and the far-reaching consequences of the notion complex differentiability will be dealt with in the course. The specific topics that will be covered are: the geometry of complex numbers, complex differentiation, Cauchy-Riemann equations, Cauchy's integral theorem and its consequences, Taylor and Laurent series, and harmonic functions. The core results will be illustrated with computational examples and applications.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading:
(1) S.D. Fisher. Complex Variables. Corrected reprint of the second (1990) edition, Dover Publications, Inc., Mineola, NY, 1999.
(2) J.E. Marsden and M.J. Hoffman. Basic Complex Analysis. Second edition, W. H. Freeman and Company, New York, 1987.
(3) D.O. Tall. Functions of a Complex Variable. Routledge and Kegan Paul, London, 1985
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA318 Half Unit
History of Mathematics in Finance and Economics

This information is for the 2017/18 session.

Teacher responsible: Prof Jan van den Heuvel
Additional teachers: Prof June Barrow-Green, Prof Norman Biggs and Prof Robin Wilson
Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students must have completed Mathematical Methods (MA100).
General Course students may substitute an equivalent course.
Course content: This course surveys the development of mathematics from the beginning of history with an emphasis on its applications to finance and economics. Major themes are the development of arithmetic and geometry, the use of algebraic symbolism, the creation of the calculus, geometry, probability, and game theory. In order to give this course a distinctive flavour, we will illustrate these themes with examples taken from the social sciences, broadly interpreted. For example, the algorithms of arithmetic will be illustrated by their applications in finance, rather than astronomy.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students are expected to submit written work on a weekly basis. One of these assignments will be a short essay of 1000-1200 words.
Indicative reading: The course is based on source material which will be distributed to students as hard copy. J. Stedall's 'History of Mathematics: A Very Short Introduction' (Oxford 2011) is recommended for background reading.
Assessment: Exam (70%, duration: 2 hours, reading time: 5 minutes) in the main exam period.
Essay (30%, 1650 words).
The assessed essay is due for submission at the start of the Summer Term.

MA319 Half Unit
Partial Differential Equations

This information is for the 2017/18 session.

Teacher responsible: Dr Amol Sasane
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Further Mathematical Methods (MA212) and Real Analysis (MA203).
Course content: The aim of the course is the study of partial differential equations. The focus will be on first order quasilinear equations, and second order linear equations. The method of characteristics for solving first order quasilinear equations will be discussed. The three main types of linear second order partial differential equations will be considered: parabolic (diffusion equation), elliptic (Laplace equation), and hyperbolic (wave equation). Techniques for solving these for various initial and boundary value problems on bounded and unbounded domains, using eigenfunction expansions (separation of variables, and elementary Fourier series), and integral transform methods (Fourier and Laplace transforms) will be treated. Elementary distributional calculus and the notion of weak solutions will also be considered. Applications and examples, such as the solution technique for Black-Scholes option pricing, will be discussed throughout the course.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 10 problem sets in the LT.
Written answers to set problems will be expected on a weekly basis.
Indicative reading:
1 S.J. Farlow. *Partial Differential Equations for Scientists and Engineers.* Dover, 1993.
2 J.D. Logan. *Applied Partial Differential Equations*. Second Edition. Springer, 2004.
3 W. Strauss. *Partial Differential Equations. An Introduction.* Second Edition. John Wiley, 2008. Lecture notes will be provided.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA320 Half Unit
Mathematics of Networks

This information is for the 2017/18 session.

Teacher responsible: Dr Andrew Lewis-Pye
Availability: This course is available on the BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103).
Course content: Globalisation and the growth of the internet have meant not only an increasing need to understand the way in which social and communication networks form and operate, but also an unprecedented amount of data available to aid in this analysis. The last decade has seen a coming together of multiple scientific disciplines in an effort to understand how these highly connected systems function. The aim of this course will be to give an introduction to the study of networks, requiring as little background knowledge as possible. The course will begin with an analysis of some of the fundamental properties normally observed in real world networks, such as the small world property, high degrees of clustering and power law degree distributions. After reviewing required notions from game theory, we shall then apply these techniques to an analysis of the spread of behavioural change on networks, together with cascading effects and epidemic models. The final part of the course will be concerned with specific applications to the world wide web and page ranking.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 2 hours of lectures in the ST.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading:
(1) D. Easley, J. Kleinberg. Networks, crowds and markets, Cambridge University Press, 2010.
(2) M. Newman. Networks: An Introduction, Oxford University Press, 2010.
(3) The Rise of the Network Society, The Information Age: Economy, Society and Culture, 2010 edition, Manuel Castells.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA321 Half Unit Not available in 2017/18
Measure Theoretic Probability

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Anthony COL 3.13
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students must have completed Real Analysis (MA203).
Course content: This is a first course in measure-theoretic probability. It covers the following topics. Abstract probability spaces: sample space, sigma-algebra, probability measure, examples. Borel sigma-algebra, Lebesgue measure, Caratheodory's extension theorem. Random variables, distribution functions, discrete and absolutely continuous distributions, examples. Construction of the Lebesgue integral, relation to "measure-theoretic induction", convergence theorems, further properties, relation to Riemann integral. Different modes of convergence of random variables. Conditional expectation for simple, absolutely continuous and general random variables, construction and properties.
Teaching: 22 hours of lectures and 10 hours of classes in the MT.
Formative coursework: Students will be expected to produce 10 problem sets in the MT.
Indicative reading: Comprehensive lecture notes will be provided. The following books may prove useful: D Williams, Probability with Martingales. J. Jacod & P. Protter, Probability Essentials; A. Klenke Probability Theory. A Comprehensive Course
Assessment: Other (100%).
Exam (100%) in the ST.

MA322 Half Unit Not available in 2017/18
Mathematics of Finance and Valuation

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Anthony COL 3.13
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students must have completed Measure Theoretic Probability (MA321).
Course content: This course provides the mathematical tools of stochastic calculus and develops the Black-Scholes theory of financial markets. It covers the following topics. Continuous-time stochastic processes, filtrations, stopping times, super-, sub- and martingales, examples. Brownian motion, properties, Markov property. Construction of the stochastic/Ito integral, simple integrands, Derivation of Ito's isometry, Ito processes, Derivation of Ito's formula, stochastic differential equations. Changes of probability measure, Radon-Nikodym derivative, Bayes' rule, Girsanov's theorem. Black-Scholes model: self-financing portfolios, fundamental theorem of asset pricing, risk neutral measure, existence of replicating strategies via martingale representation, risk neutral valuation of European contingent claims, Black-Scholes formula, Black-Scholes PDE, Greeks, delta hedging. PDE techniques for pathwise derivatives: barrier and Asian options. Implied volatility, Dupire's formula, local volatility, basic idea of calibration, variations of the Black-Scholes model.
Teaching: 22 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 10 problem sets in the LT.
Indicative reading: Lecture notes will be provided.
The following books may be useful. T. Bjork, Arbitrage Theory in Continuous Time, Oxford Finance, 2004; A. Etheridge, A Course in Financial Calculus, CUP, 2002; M Baxter & A Rennie, Financial Calculus, CUP, 1996; P. Wilmott, S. Howison & J. Dewynne, The Mathematics of Financial Derivatives, CUP, 1995; J Hull, Options, Futures and Other Derivatives, 6th edition, Prentice-Hall, 2005. D. Lamberton & B. Lapeyre, Introduction to stochastic calculus applied to finance, 2nd edition, Chapman & Hall, 2008. S. E. Shreve, Stochastic Calculus for Finance. Volume I: The Binomial Asset Pricing Model. Springer, New York, 2004. S. E. Shreve, Stochastic Calculus for Finance. Volume II: Continuous-Time Models. Springer, New York, 2004.
Assessment: Other (100%).
Exam (100%) in the ST.

MA323 Half Unit Not available in 2017/18
Computational Methods in Financial Mathematics

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Anthony COL 3.13
Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is not available as an outside option. This course is available with permission to General Course students.
Pre-requisites: Students must have completed Introduction to Pricing, Hedging and Optimization (ST213).
Course content: Random number generation; the fundamentals of Monte Carlo (MC) simulation; variance reduction techniques for MC simulation and related issues; numerical solutions to stochastic differential equations by means of MC simulation and their implementation; finite-difference schemes for the solution of partial differential equations arising in finance.
Teaching: 22 hours of lectures, 5 hours of classes and 10 hours of computer workshops in the LT.
Formative coursework: Students will be expected to produce 5 problem sets and 5 other pieces of coursework in the LT.
Indicative reading: P. Glasserman, Monte Carlo Methods in Financial Engineering, Springer; R.U. Seydel, Tools for Computational Finance, Springer; D.M. Capper, Introducing C++ for Scientists, Engineers and Mathematicians, Springer. M. J. Capinski, T. Zastawniak, Numerical Methods in Finance with C++, Cambridge University Press; M. S. Joshi, C++ Design Patterns and Derivatives Pricing, Cambridge University Press.
Assessment: Exam (75%, duration: 2 hours).
Other (25%) in the ST.

MA331 Half Unit Not available in 2017/18
Practical Optimisation Modelling

This information is for the 2017/18 session.

Teacher responsible: Dr Xue Lu
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have a knowledge of Mathematics and Statistics to the level of MA107 (Quantitative Methods - Mathematics) and ST107 (Quantitative methods - Statistics), or ST102 (Elementary Statistical Theory). MG211 is not a prerequisite but is advisable to be taken previously or in conjunction with the course.
Course content: Mathematical Optimisation is one of the most powerful and widely-used quantitative techniques for making optimal decisions. The course has a pragmatic focus and aims at enabling students to model and solve real-life management problems. An overview is provided on fundamental technique, most importantly linear and integer programming, emphasising modelling and solution concepts and methods (e.g. feasibility, optimality, duality, multiple objectives, using binary variables for modelling, network models). The students will learn to formalise management problems using linear and integer programming models, to implement these models using specialised optimisation software, and to analyse and interpret the results, reflecting on the limitations of the models.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of classes in the MT. 1 hour and 30 minutes of classes in the LT.
8 hours of computer help sessions in the MT. 2 hours of computer help sessions in the LT. Computer help sessions are optional.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will have the opportunity to submit a mock project for marking and feedback before the final assessed project is due. Students will also be given weekly homework exercises.
Indicative reading: H. Paul Williams: Model Building in Mathematical Programming, Fifth Edition, Wiley 2013. F S Hillier and G J Lieberman: Introduction to Operations Research, McGraw-Hill. D Bertsimas and J N Tsitsiklis: Introduction to Linear Optimization, Athena Scientific. A Ravindran, D T Philips, J J Solberg: Operations Research: Principles and Practice, Wiley.
Assessment: Project (100%) in the LT.

MG103 Not available in 2017/18
Management, Labour and Work

This information is for the 2017/18 session.

Teacher responsible: Dr Eddy Donnelly NAB 4.07
Availability: This course is available on the BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course was formerly known as ID100 Employment Relations
Course content: The syllabus introduces students to the complex relationships between employers, managers, workers, trade unions and the state. It builds from the perspective of the individual worker and his/her job and proceeds, via discussion of management strategies and trade union responses, to contemporary views on globalisation and its impact on state policy.
The employment relationship in theory. Work organisation and work methods. Emotional labour. Japanisation. Human Resource Management. Pay and reward. Individual and collective resistance at work. Collective bargaining and trade unions. Industrial conflict and the right to strike. Comparative models of employment relations. The role of the state. Corporate governance. Globalisation and migrant work. International labour standards.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
A supplementary learning activity may take place during reading week, in Week 6.
Formative coursework: As well as contributing to class discussion, students are expected to provide one piece of written work at the end of each term (MT and LT) in preparation for their final exam.
Indicative reading: The lecture course does not follow a single prescribed textbook. A detailed reading list will be supplied. However the following are useful; M Noon, P Blyton & K Morrell, The Realities of Work, 4th edn, 2013; P Blyton & P Turnbull, The Dynamics of Employee Relations, 3rd edn, 2004; John W Budd, The Thought of Work, 2011; C Frege & J Kelly, Comparative Employment Relations in the Global Economy, 2013, Routledge.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG104 Half Unit
Operations Management

This information is for the 2017/18 session.

Teacher responsible: Dr David Newton
Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None
Course content: This course provides students with an understanding of the drivers of organisational performance, conditional on a strategic objective. Aspects of Operations Management studied include process flow analysis, inventory management, assembly line balancing; supply chain management; quality management and scheduling.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One formative essay of 2000 words will be set in the Michaelmas Term.
Indicative reading:
• Operations and Supply Chain Management, Jacobs and Chase.
• Whelan Tensie Carly pag
• Madeleine Svetlana
• morim Marlene Moscoso Lago
• D'Aveni
• Frei
• Linderman Liedtke Choo
• Ranga Ramasesh MIT Sloan
• Daly
Assessment: Project (100%, 3000 words) in the LT.
Students will be randomly assigned to four-person groups for the summative assessment project.

MG105 Half Unit
Organisational Behaviour and Leadership

This information is for the 2017/18 session.

Teacher responsible: Dr Connson Locke
Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course cannot be taken with MG203.
Pre-requisites: None
Course content: This course introduces students to social science theories, research and application related to understanding human behaviour in the workplace. That is, this course is about the people side of business and management. Each week focuses on a different topic investigating individual, group, and organisational issues. Weekly topics include: motivation, teams, careers, and leadership.
When studying theories of leadership, the course examines: power and influence; trait, behavioural and contingency theories of leadership; the dynamics between leaders and their followers; transformational and transactional forms of leadership; team leadership and co-leadership; leadership communication; leadership development.
Teaching: 15 hours of lectures and 9 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
The Summer Term teaching will be review sessions. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce one presentation and one essay in the LT.
Indicative reading: Colquitt, J.A., LePine, J.A., & Wesson, M.J. (2009) Organizational Behavior: Improving Performance and Commitment in the Workplace (International edition). Nelson, D.L. & Quick, J.C. (2013) Cengage Learning. Daft, R. L. (2011). The Leadership Experience (5th ed.). Mason, OH: Thomson/South-Western. Goffee, R., & Jones, G. (2006). Why Should Anyone Be Led By You? Boston, MA: Harvard Business School Press. Northouse, P. G. (2010). Leadership: Theory and Practice (5th ed.) Thousand Oaks: Sage. Yukl, G. (2009). Leadership in Organizations. (7th ed.). Englewood Cliffs, NJ: Prentice Hall.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the LT.

MG202 Not available in 2017/18
Analytical Methods for Management

This information is for the 2017/18 session.

Teacher responsible: Prof Peter Abell and Dr Nuno Oliveira
Availability: This course is available on the BSc in Management. This course is not available as an outside option. This course is available to General Course students.
BSc Management students must take either MG202 or MG205 in their second year.
Pre-requisites: ST107 or equivalent is recommended but not required.
Course content: This course will provide students with the knowledge and tools required to perform qualitative and quantitative analysis in support of managerial decision making,

and to read and interpret the management research literature.
The course introduces the fundamentals of behavioural research design, and provides an introduction to various methods used to gather data, analyse data, and communicate results. In the course, students will: 1) acquire the knowledge needed to act as critical consumers of a wide range of academic and commercial research, 2) acquire some facility in designing valid research and reporting research results, and 3) be exposed to a range of stock knowledge regarding research design and research methods. A particular focus of the course will be on methods which are used in management research, and which are useful in doing applied research within a management context.
Topics covered: Introduction to behavioural research and causality. Designing valid research. Experimental design. Bivariate analysis. Survey design. Multivariate analysis. Measurement analysis. Semi-structured interviews and focus groups. Collecting and coding recorded behaviours. Collecting and analysing network data. Collecting and analysing process data. Communicating results. Forward engineering with data.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
A supplementary learning activity may take place during reading week, Week 6.
Formative coursework: Students will be provided with regular opportunities to submit formative work, consisting of both quizzes administered in class and short individual or group assignments to be discussed in class. Students will be expected to provide and receive formative peer feedback on all written assignments during class, and designated written formative assignments will be marked and commented on by course instructors.
Indicative reading: Cozby, and Bates, S 2012. Methods in Behavioral Research, New York: McGraw-Hill; Huff, D. (1991). How to Lie with Statistics. London: Penguin; Jackson, S. 2012. Research Methods and Statistics: A critical thinking approach. Wadsworth: Cengage Learning; Shadish,W., Cook, T., and Campbell, D. 2002. Experimental and Quasi-Experimental De- signs for Generalized Causal Inference, New York: Houghton Mifflin Company.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.
Project (25%, 3000 words) in the ST.
Lent Term coursework will be an individual essay; Summer Term coursework will be a group project.

MG203 Not available in 2017/18
Organisational Theory and Behaviour

This information is for the 2017/18 session.

Teacher responsible: To be confirmed
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Management Sciences, BSc in Statistics with Finance and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course cannot be taken with MG102.
Course content: Individual behaviour including: attitudes, motivation, personality, emotion, work-life balance and stress. Group and inter-group processes including: social networks, cohesion, power, and leadership. Organisational dynamics including: structure, learning, cross-cultural issues, responses to work-life conflict, and change. This course introduces students to social science theories and research regarding individual, group and organisational issues in order to analyse employee behaviour in the context of work organisations.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 2 hours of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to submit three pieces of written work throughout the year, in the form of two unassessed essays and one mock examination.
Indicative reading: A complete reading list will be provided at the start of the course. Sample texts include the following: J Child, Organisations; S Dawson, Analysing Organizations; S Robbins & T Judge, Organizational Behaviour; R Steers & L Porter, Motivation and Work Behaviour.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG205
Econometrics: Theory and Applications

This information is for the 2017/18 session.

Teacher responsible: Dr Jordi Blanes i Vidal
Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent
Course content: Simple and Multiple Regression; Hypothesis Testing; Mechanics and Limitations of OLS; Causality; Natural, Field and Laboratory Experiments. Panel Data and Fixed Effect Models. Instrumental Variables Regression.
The main aim of this course is to provide a thorough understanding of the quantitative techniques which guide evidence-based managerial decision-making. It seeks to develop a framework in which students can examine whether the predictions of managerial, social or economic theory are supported by empirical evidence. Particular emphasis is made on (a) illustrating the many ways in which evidence is abused in the academic or managerial debate, and (b) trying to establish causality in the relationship between variables. The approach is both formal, as the course makes extensive use of econometric theorems and techniques, and solidly grounded in intuition, as it provides numerous examples of tests of real-life relations. Many of these examples will be illustrated using the STATA software package, and the students will be expected to learn the basics of data manipulation and regression running. A solid base of introductory statistics and probability (equivalent to that provided by ST107) and introductory algebra and calculus (equivalent to that provided by MA107) will be expected.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 problem sets in the MT and 1 problem sets in the LT.
There will be one formative assessment each term.
Indicative reading: The textbook for the course is: James H. Stock and Mark W. Watson, Introduction to Econometrics, Second Edition, Pearson, 2007. Two other very useful (complementary) books are: Christopher Dougherty, Introduction to Econometrics, Third Edition, Oxford University Press, 2007; Jeffrey M. Wooldridge, Introductory Econometrics - A Modern Approach, Third Edition, South-Western, 2006.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG206 Half Unit
Firms, Management and Competitive Advantage

This information is for the 2017/18 session.

Teacher responsible: Mr Nilesh Dattani NAB5.02
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics and BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed EC100 OR EC102 OR equivalent.
Course content: This is not a course on corporate strategy. It focuses on the evolution of thinking about firms and the activity of management and examines firm advantages through conceptual ideas and empirical knowledge. There will be an emphasis on analysing firms as reservoirs of resources and capabilities and topics to be covered will include distinctive capabilities of firms, organisational design, decision making in firms, organisational routines, managerial leadership and the role of ethics. Particular attention will be given to firms in technology-based industries and the management of innovation and contrasts will be made with public sector management.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are expected to produce one piece of written work and to do the weekly class exercises
Indicative reading: A reading list will be available to students taking the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG207
Managerial Economics

This information is for the 2017/18 session.

Teacher responsible: Dr Catherine Thomas NAB 5.27
Availability: This course is compulsory on the BSc in Management. This course is available on the BSc in Business Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Economics A (EC100) or Economics B (EC102) or equivalent is a pre-requisite. This course cannot be combined with Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202).
Course content: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on applying microeconomics ideas to solve problems. Topics covered include consumer theory, production, applications to the labour market, market structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, bargaining, auctions, and asymmetric information.
Teaching: 20 hours of lectures and 8 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.
Indicative reading: No textbook covers the whole course but Hal R Varian, Intermediate Microeconomics with Calculus (International Student Edition) is the best text book to use for the course. In addition students are advised to refer to T C Bergstrom & H R Varian, Workouts in Intermediate Microeconomics (1990), which contains practice problems.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG208 Half Unit
Business Transformation and Project Management

This information is for the 2017/18 session.

Teacher responsible: Dr Susan Scott NAB 3.12
Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Projects are the way that organizations manage change. This course aims to critically review the project management landscape with a particular focus on the processes involved in business transformation. It will cover history and foundations of project management, responding to changing environments, governance and control, contracting and relationships, managing risk and organisational learning. The course will focus on issues and challenges raised by business analysis and project management. Example topics of study include: questioning business transformation and projects as a mode of organising; understanding the dynamics and relations involved in IT-enabled business transformation; strategy formation; business process analysis; projects as an organisational form; project escalation; project management approaches and techniques; and change management. To develop students' understanding of project management and provide insight into issues they are likely to encounter in possible future employment as business analysts / project managers students will participate in group work based on a 'real-world' scenarios of business transformation projects. They will also be required to sit a 2 hour exam.
To view the course guide video: http://richmedia.lse.ac.uk/management/20160606_UGcourse_MG208.mp4
Teaching: 20 hours of lectures, 7 hours and 30 minutes of classes and 12 hours of workshops in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A variety of types of assignments are given for class discussion including exercises and case studies. Written feedback will be given on formative assessment related to the group project and to the examination.
Indicative reading: Maylor, H. (2010) Project Management (Fourth Edition). Upper Saddle River, New Jersey:FT/Prentice Hall. Morris, P.W.G., Pinto, J.K. and J. Soderlund (2012) The Oxford Handbook of Project Management Oxford: Oxford University Press. Doherty, S. (2008) Heathrow's Terminal 5: History in the Making, Oxford: Blackwell. Drummond, H. (1996) Escalation in Decision-Making: The tragedy of Taurus. Oxford: OUP.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Project (30%, 1500 words) in the LT.
Please note that students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary.

MG209 Half Unit
E-business

This information is for the 2017/18 session.

Teacher responsible: Dr Antonio Cordella NAB 3.30
Availability: This course is available on the BSc in Management.

This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course presents an analysis of the management, economics and information systems theories and practices in online business. This is a management information systems course and not a technical course. It is mainly directed at undergraduate students. It focuses on the study of the impact of digital technologies on business strategies and market configurations. Internet-based systems offer new means to operate businesses and to compete in the global marketplace and it is important for future executives and entrepreneurs to understand the economic and managerial implications of these transformations. Students will gain a good understanding of why and how successful companies are taking advantage of e-business, as well as an understanding of the main challenges and risks associated with different e-business models and strategies in a fast changing technological and business environment.

The course is structured into four main sections:

1. Strategic, technological, and economic foundations of e-business
2. E-business and its configurations: B2C and B2B
3. E-business: strategic and organisational challenges
4. Implementation of e-business strategies'

Teaching: 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.

A 2 hour revision session will be offered in the summer terms. Students will have a reading week in Week 6, in line with departmental policy.

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

Each student will receive feedback on the approach to the question, the structure of the presentation, and the argumentation they have proposed to discuss the assigned question.

Aim of the formative work is to offer students the opportunity to self-evaluate their understanding of the subject, to test their preparation, to help them better understand what are the criteria of assessment, and to help them to better identify what is need to achieve the desiderated outcomes.

Indicative reading:

1. Chaffey, D., e-Business and e-Commerce Management, (Fifth Edition) Harlow, England: Pearson Education, (2011)
2. Cordella, A. "Transaction Costs and Information Systems: Does IT Add Up?"' Journal of Information Technology (2006) Vol. 21 (3), pp. 195-202
3. Garicano, Luis & Kaplan, Steven N, 2001. "The Effects of Business-to-Business E-Commerce on Transaction Costs," Journal of Industrial Economics, Wiley Blackwell, vol. 49(4), pages 463-85, December
4. Hope Koch and Ulrike Schultze. 2011. Stuck in the conflicted middle: a roletheoretic perspective on B2B e-marketplaces. MIS Q. 35, 1 (March 2011), 123-146.
5. Kauffman, Robert J.; Li, Ting; van Heck, Eric (2010) Business Network-Based Value Creation in Electronic Commerce. International Journal of Electronic Commerce 15 (1) / Fall
6. Loebbecke, C. & Palmer, J.W. (2006) RFID in the fashion industry: Kaufhof Department Stores AG and Gerry Weber International AG, fashion manufacturer. MIS Quarterly Executive, Vol.5, No.2, 69-79
7. Mahadevan, B. (2003) Making sense of emerging market structures in B2B, California Management Review, 46(1) 86-101.
8. Novak, J. & Schwabe, G. (2009). Designing for Reintermediation in the Brick-and-Mortar World: Towards the Travel Agency of the Future. Electronic Markets, 19, pp. 15-29
9. Picot, A., C. Bortenlanger, et al. (1997). "Organization of Electronic Markets: Contributions from the New Institutional Economics." The Information Society: An International Journal 13(1): 107-123.
10. Pramatari, K., Evgeniou, T. & Doukidis, G. (2009) Implementation of collaborative e-supply chain initiatives: an initial challenging and final success case from grocery retailing. Journal of Information Technology, 24, 269-281
11. Rigby, D. (2011) The future of shopping. Harvard Business Review, December, 65-76.
12. Shapiro, C. and H. R. Varian (1998). Networks and Positive Feedback. Information Rules: A Strategic Guide to the Network Economy. Harvard, MA, Harvard Business School Press.
13. Zott C., Amit R., Massa L. (2011). The business model: Recent developments and future research. Journal of Management, 37: 1019-1042

Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG210 Half Unit Not available in 2017/18
Corporate Social Responsibility and International Labour Standards

This information is for the 2017/18 session.

Teacher responsible: Prof Sarah Ashwin NAB 4.19

Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Any social science background

Course content: Corporate Social Responsibility (CSR) is becoming an expected element of business strategy. This course critically evaluates CSR from a number of perspectives, drawing on material from a variety of different disciplines. Students analyse the emergence of CSR, its theoretical basis, the business case for the adoption of CSR programmes, as well as the social impacts of such policies. The opening lectures of the course focus on globalisation and international labour standards, and provide an understanding of how CSR relates to international regulatory institutions such as the International Labour Organisation. Subsequent lectures focus on the different aspects of CSR mentioned above, as well as topics such as comparative CSR. In terms of the impact and design of CSR policies, the course mainly focuses on issues relating to labour standards.

As well as traditional academic readings and case studies, students will critically examine publically available material such as corporate policies and reports. Seminars will follow a mixture of formats including group activities and presentations. The course will include one interactive lecture from a CSR professional.

Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.

Formative coursework: Students will be expected to produce 1 essay in the LT.

Indicative reading: Locke, R. (2013) The Promise and Limits of Private Power: Promoting Labor Standards in a Global Economy, Cambridge: Cambridge University Press. Vogel, D. (2005) The Market For Virtue: The Potential and Limits of Corporate Social Responsibility, Washington D.C.: Brookings Institution Press. Crane, A. et al. (2008) The Oxford Handbook of Corporate Social Responsibility, Oxford: OUP. Elliot, K.A. and Freeman, R. (2003) Can Labor Standards Improve Under Globalization?, Washington D.C.: Peterson Institute for International Economics.

Assessment: Exam (60%, duration: 2 hours) in the main exam period. Essay (40%, 2000 words) in the ST.

MG212 Half Unit
Marketing

This information is for the 2017/18 session.

Teacher responsible: Dr Heather Kappes

Availability: This course is available on the BSc in Business Mathematics and Statistics and BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will cover customer behaviour;

segmentation, targeting and positioning; product management and diffusion; pricing, placement and promotion; and marketing relationships.
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 2 hours of lectures and 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A formative assignment will be set consisting of one mock exam question. The purpose of the mock exam is to provide - as realistically as possible - a practise session for the final exam.
Indicative reading: Indicative readings:
Kotler, P. and Armstrong, G. (2010) Principles of Marketing, Pearson, New Jersey. Kotler and Keller (2009) Marketing Management, Pearson PrenticeHall. Lambin, J-J, Chumpitaz, R. and Schuiling, S. (2007) Market Driven Management: Strategic and Operational Marketing, Palgrave Macmillan.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Project (40%).
The summative coursework will be a group project. Students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary.

MG213 Half Unit
Information Systems

This information is for the 2017/18 session.

Teacher responsible: Dr William Venters
Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course will cover the role of data, information and knowledge within management; the evolution of digital management practices; digital business strategy; information systems development and organisational change; ebusiness; big-data; globalisation and IT; information systems outsourcing; and IT infrastructure including cloud computing, AI, automation and digital infrastructures.
Teaching: 20 hours of lectures and 9 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A formative assignment will be set consisting of one mock exam question. The purpose of the mock exam is to provide - as realistically as possible - a practise session for the final exam.
Indicative reading: Indicative readings:
Beynon-davies, P. (2013). Business Information Systems, Palgrave, London. Galliers, R. and Leidner, D. (2009) Strategic Information Management. Routledge, London. Laudon, K and Laudon, J (2013) Management Information Systems, Pearson, London.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Project (40%).
The summative coursework will be a group project. Students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary.

MG214 Half Unit
Human Resource Management

This information is for the 2017/18 session.

Teacher responsible: Jeffrey Thomas
Availability: This course is available on the BSc in Management. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Organisational Behaviour and Leadership (MG105) or equivalent.
Course content: This course is designed to provide insights into Human Resource Management, especially in a way that appeals to students of management who are quite international in their orientation. After setting the global scene of labour markets, Human Resources and organisational change in the twenty-first century, it then proceeds to look at the management of people in different national contexts. The focus then shifts down to the employment relationship – why firms hire workers and how they strategically manage them. Once workers are hired as employees, we begin to explore how the latter might be motivated and rewarded, and how the design of policies varies across organisations of different types. To help us with this, we usefully draw on key ideas and models from the field of organisational studies that are also a prelude to thinking through the implications for HRM in environments where innovation and technology are prone to rapid change. This then allows us to gain an overview of the potential contribution that HRM can make to the dynamic capabilities of firms generally.
Topic outline
1. The global context of human resources in C21: migration, offshoring, supply chains and MNCs
2. The macro-context (enterprise governance, employer networks, skill and training, and employment relations
3. Stakeholders in firms and employee management (Corporate Social Responsibility and HR)
4. Cross-cultural management of employees: the complexities and opportunities
5. Firm strategy and international HR alignment
6. Identification of talent gap and solutions (expatriation and repatriation)
7. Global Talent Management (selection, training and development, performance appraisal and management, compensation)
8. Motivation and incentives (theories from Economics and Psychology)
9. Innovation, dynamic capabilities of firms and HRM – HR policies to promote diffusion of knowledge within a company
10. Managing HR in cross-border alliances, in particular international Mergers and Acquisitions and Joint Ventures
Teaching: 15 hours of lectures and 13 hours and 30 minutes of classes in the MT. 1 hour and 30 minutes of lectures and 1 hour and 30 minutes of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A formative assignment will be set consisting of one mock exam question. The purpose of the mock exam is to provide - as realistically as possible - a practise session for the final exam.
Indicative reading: Stahl, G. K., Björkman, I. S., Farndale, E., Morris, S., Paauwe, J., Stiles, P., Trevor, J., & Wright, P. (2011). Six principles of effective global talent management. MIT Sloan Management Review, 53(2), 25-32. Locke, R. M., & Romis, M. (2007). Improving work conditions in a global supply chain. MIT Sloan Management Review, 48(2), 54-62. Tarique, I., Briscoe, D., and Schuler, R. (2016). International human resource management: Policies and practices for multinational enterprises (5th ed.). New York, NY: Routledge. Harzing, A.-W., and Pinnington, A. H. (2015). International Human Resource Management (4th ed.). London: Sage Publications. Deresky, H. (2017). International Management: Managing Across Borders and Cultures: Text and Cases (9th ed.). London: Pearson. Caligiuri, P. M. (2006). Chapter 9 Performance management in a cross-national context. In Bennett, W., Jr., Lance, C., & Woehr, D. (Eds.). Performance measurement: Current perspectives and future challenges. Mahwah, NJ: Erlbaum. Brown, M. P., Sturman, M. C., and Simmering, M. J. (2003). Compensation Policy and Organizational Performance: the Efficiency, Operational, and Financial Implications of Pay Levels and Pay Structure. The Academy of Management Journal, 46, 752-762. Giangreco, A.,

Sebastiano, A., and Peccei, R. (2009). Trainees' reactions to training: an analysis of the factors affecting overall satisfaction with training. The International Journal of Human Resource Management, 20(1), 96-111. The course also draws on additional articles from a variety of international journals in the field e.g. The International Journal of Human Resource Management, British Journal of Industrial Relations, Harvard Business Review. Student will also analyse multiple cases from Insead and Harvard Business Publishing.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Project (40%) in the MT.
The summative coursework will be a group project. Students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary.

MG228 Half Unit
Managing the Stone-Age Brain

This information is for the 2017/18 session.

Teacher responsible: Dr Satoshi Kanazawa NAB 5.33
Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course will introduce second- and third-year Management students to the new science of evolutionary psychology and explore the biological and evolutionary foundations of human behaviour. In the first few weeks, various critiques of and competing perspectives on evolutionary psychology, with regard especially to the relative importance of biological/evolutionary vs. social/cultural determinants of human behaviour and its sex differences will be discussed and debated. In later weeks, an evolutionary perspective will be applied to various topics in management such as organizational behaviour, occupational choice, productivity, and status hierarchy. The study of business and management is currently dominated by economic perspectives, supplemented by sociological and social psychological perspectives, in American business schools. The course will provide a necessary corrective to the dominance of economics perspectives in the study of business and management by providing biological and evolutionary perspectives and thereby throwing a new light on the old problems (and finding potential solutions for them) in organizations and organizational behaviour. The course will provide evolutionary and biological perspectives on management and organizational behaviour. It will introduce the students to the following topics: Principles of evolution; Principles of evolutionary psychology; Sex differences in preferences, values, cognition, emotions, and behaviour; Physical attractiveness; General intelligence; Evolutionary constraints on human behaviour and their relevance to organizational behaviour.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Each student will give a class presentation on the week's readings and their presentation will be evaluated by the course instructor and the feedback will be given to the student within one week. During the first few years of the course, mock examinations will be given to the students in order to familiarize them with the anticipated exam contents and format.
Indicative reading: Buller, David J. 2005. Adapting Minds: Evolutionary Psychology and the Persistent Quest for Human Nature. Cambridge: MIT Press. [The most comprehensive book-length critique of modern evolutionary psychology to date]
Saad, Gad. (Editor.) 2011. Evolutionary Psychology in the Business Sciences. New York: Springer. Nicholson, Nigel. 2000. Managing the Human Animal. New York: Thompson Texere. Miller, Geoffrey. 2009. Spent: Sex, Evolution, and Consumer Behavior. New York: Viking. Miller, Alan S. and Satoshi Kanazawa. 2007. Why Beautiful People Have More Daughters. New York: Penguin. Kanazawa, Satoshi. 2012. The Intelligence Paradox: Why the Intelligent Choice Isn't Always the Smart One. New York: Wiley.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG301
Strategy

This information is for the 2017/18 session.

Teacher responsible: Dr Ricardo Alonso NAB 5.31
Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: Students should have completed Economics A (EC100) or Economics B (EC102) or equivalent, Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent, and Economics for Management (MG207) or Microeconomic Principles I (EC201) or equivalent.
Course content: The first half of the course studies how firms compete with each other. More specifically, we will study strategic situations (competition and rivalry, competitive advantage (sources and sustainability), entry and entry deterrence, product differentiation, the role of information in markets, etc.) and formulate decision models of these situations. While the modelling and predictions are based on game theory, we will contrast our findings to real life games according to the growing empirical evidence.
The second half of the course studies how firms organize and the challenges they face in doing so. More specifically, we study the way managers interact with the different constituencies inside the firm- workers, board members, and other managers- and how those interactions shape the actual design of organizations. It presents, again with a heavy emphasis on the evidence, how the need to motivate organizational members and to coordinate their actions shape the provision of incentives, the allocation of authority, the ownership structure, acquisition and diffusion of knowledge, and patterns of communication.
Beyond the emphasis on the content of the course, the course also aims to be a course where students learn to think critically and analytically. Students will learn to identify trade-offs in how firms behave and the way they organize themselves, and critically evaluate the sources of those trade-offs by appealing to simple models of individual behaviors. Students will learn to read the primary literature, discuss papers in class, interpret the evidence etc. Students will learn to ask questions such as: What is the evidence? What evidence would convince me of the opposite hypothesis?
Teaching: 20 hours of lectures and 9 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures in the ST.
There will be a reading week in Week 6 in line with departmental policy.
Formative coursework: Formative work such as problem sets and mock exam questions will be set.
Indicative reading: The basic readings for the course will be the lecture notes written by Dr. Alonso. These lecture notes can be complemented with the following additional readings:
Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff. The Art of Strategy, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff. Games of Strategy (WW Norton, 3rd edition, 2009) by Avinash Dixit, Susan Skeath and David Reiley. Economics of Strategy (5th Edition) David Besanko, David Dranove, Mark Shanley, Scott Schaefer. (2009) An Introduction to Game Theory(Oxford, 2003) by Martin J. Osborne. Strategic Management, Garth Saloner, Andrea Shepard and Joel Podoldny,

Wiley, 2000. The Modern Firm: Organizational Design for Performance and Growth, John Roberts 2007.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG302 Half Unit
Topics in Management Research

This information is for the 2017/18 session.

Teacher responsible: Prof Diane Reyniers NAB 5.22
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics and BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: MG207 or equivalent and MG205 or equivalent.
Course content: This course addresses various topics in management research which will be used to encourage creative and logical thinking, structuring of clear arguments and critical assessment of evidence. The focus is on interpretation of findings rather than statistical or econometric techniques.
The intellectual backbone of the course is applied and empirical economics (including behavioural economics) and finance but wherever appropriate contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation. The course is designed around a set of empirical research papers. Examples of questions considered are whether pain killers are more effective when they are expensive, whether creative people cheat more, whether steeper incentives lead to better performance. The main objective of the course is to enable students to comprehend and critically assess the literature on selected management topics, to evaluate statements in terms of evidence and to detect false reasoning or logic.
Topics vary each year (based on student feedback) but examples are Racial discrimination, Negotiation, Experiments on Incentives, Placebo effects of price, Leadership.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 2 hours of classes in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two take-home mock exam papers.
Indicative reading: A reading list will be available on Moodle.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG303 Half Unit
International Business Strategy and Emerging Markets

This information is for the 2017/18 session.

Teacher responsible: Prof Saul Estrin NAB 4.32 and Dr Christine Cote NAB 4.05
Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course cannot be taken with MG307.
Pre-requisites: BSc Management students should be in their 3rd year. Other students should have taken Economics A (EC100) or Economics B (EC102), or equivalent.
Course content: This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. It will combine the development of conceptual frameworks primarily through the lectures with the analysis of key cases in the classes.
Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economies' performance.
This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concepts such as the resource based view. We will provide an analysis of economic performance and growth in emerging markets building on the new institutional economies and working with a large variety of datasets and sources. The course will then turn to key topics. These will include the interaction between international trade and investment in the internationalisation choices of MNEs; the emergence of global supply chains; the determinants of FDI; the effects of FDI on the host economy; entry mode choices; measures of institutional and cultural distance; and the growing importance of multinationals from emerging markets.
Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.
Teaching: 15 hours of lectures and 15 hours of classes in the LT. 1 hour and 30 minutes of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be required to write a 1,000 word essay and will be provided with feedback. They will also be required to present their group project in class.
Indicative reading: R. Caves, Multinational Enterprise and Economic Analysis, 2nd Edition, Cambridge University Press 1996; P. Ghemawat, Redefining Global Strategy, Harvard Business School Press, 2007; J. Williamson, "The New Institutional Economies", Journal of Economic Literature, 2000; Estrin et. al., "Entry Mode in Emerging Markets", Strategic Management Journal, 2009; T. Khanna and K Palepu, "The Future of Business Groups in Emerging Markets", Academy of Management Journal 2004.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Project (40%) in the LT.
LT coursework will be a group project.

MG304 Half Unit Not available in 2017/18
Digital Platform Innovation

This information is for the 2017/18 session.

Teacher responsible: Dr Carsten Sorensen NAB 3.11
Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course provides students with both practical and theoretical insights into the dynamics of large-scale digital service platforms and their associated ecosystems. The course will begin by exploring the span of business innovation challenges from securing intimate user-technology relationships to the establishment and control of global service ecosystems based on digital platforms. The course examines the components, operations and trends of digital ecosystems, for example focusing

on the role of large distributed datasets applied for organisational intelligence of various forms. The course, furthermore, considers social networks both in terms of large distributed datasets, and as innovation platforms relying on associated service ecosystems. The course addresses the general challenges of business digitalisation and platformisation with specific focus on mobile smartphone and tablet platforms. The course will conclude with a broader consideration of digital infrastructures and the dynamics associated with their innovation and growth.
Teaching: 15 hours of lectures and 15 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: The classes will engage students in discussions and they will form the foundation for checking, on a continuous basis, the progression of student understanding. Classes will entail small assignments and written and oral feedback will be given during the classes.
Indicative reading: Benkler, Y. (2006): The Wealth of Networks. Yale University Press. Frischmann, B. M. (2012): Infrastructure: The Social Value of Shared Resources. OUP USA. Gawer (2009): Platforms, Markets and Innovation. Edward Elgar. Kallinikos, J. (2006): The Consequences of Information. Edward Elgar. Leonardi, P. M., B. A. Nardi, & J. Kallinikos, ed. (2012): Materiality and Organizing. Oxford: Oxford University Press. Mansell, R. (2012): Imagining the Internet: Communication, Innovation, and Governance. OUP Oxford. Sørensen, C. (2011): Enterprise Mobility. Palgrave. Zittrain, J. (2008): The Future of the Internet. Allen Lane
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG305 Half Unit
Innovation and Technology Management

This information is for the 2017/18 session.

Teacher responsible: Dr Jonathan Liebenau NAB 5.14
Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The main focus of this course is on how innovative technologies are managed and their consequences. It includes technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology, financial technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive technologies, project escalation, technological disasters. Economic, systems, managerial and sociological approaches will be compared using a variety of case studies.
Teaching: 15 hours of lectures and 15 hours of classes in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Classes are based around reading and discussing selected journal articles and case studies from the course study pack on Moodle. Formative feedback is provided on class participation.
In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.
Indicative reading: J Howells, The Management of Innovation and Technology, Sage, 2005; J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), The Oxford handbook of innovation (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006; D MacKenzie, Knowing Machines: Essays on Technical Change, MIT Press, 1998; M Bauer (Ed), Resistance to New Technology: Nuclear Power Information Technology and Biotechnology, CUP 1995; M Biagioli (Ed), The Science Studies Reader, Routledge, 1999; H Collins & T Pinch, The Golem at Large: What you should know about technology, Cambridge University Press, 1998; C Perrow, Normal Accidents: living with high-risk technologies, Basic Books, 1984; H Drummond, Escalation in Decision-making: The Tragedy of Taurus, Oxford University Press, 1996; D Mowery & N Rosenberg, Paths of Innovation: technological change in 20th century America, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, Valuing Technology: organisations, culture and change, Routledge, London and New York, 1999; J R Chiles Inviting Disaster: Lessons from the edge of technology, 2001; P Hall, Great Planning Disasters, 1982; C Sauer, Why Information Systems Fail: A Case Study Approach, Alfred Waller, 1993.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Essay (50%, 5000 words) in January.
In class assessment (10%).

MG307 Half Unit
International Context of Management

This information is for the 2017/18 session.

Teacher responsible: Mr Nilesh Dattani NAB5.02
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course cannot be taken with MG303.
Course content: The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within which the activity of management takes place. The topics to be covered will include: the nature of the contemporary global political economy; the globalisation of business, finance and trade in goods and services; Global competition; the transnational corporation in the global economy; the tension between globalisation and regionalisation; the international trading order; the international monetary regime; the impact of culture on global business; the changing position of the state in the global economy; the new diplomacy of states and firms.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 1 hour of lectures and 1 hour of classes in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are expected to produce one piece of written work and do the weekly class exercises.
Indicative reading: P Dicken, Global Shift: Mapping the Changing Contours of the World Economy (7th edn), Sage Publications (2015); R W Griffen & M W Pustay, International Business: A Managerial Perspective (8th edn), Pearson Prentice-Hall (2015); O Shenker, Y Luo & T Chi, International Business, (3rd edn) Routledge (2015).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG308 Half Unit
Simulation Modelling and Analysis

This information is for the 2017/18 session.

Teacher responsible: Dr Alicia Mejia-Salazar
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management and BSc in Statistics with Finance. This course is available as an outside

option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Elementary statistical concepts and experience of standard computer software is assumed.
Course content: The main characteristic of this course is that it is a hands-on course and of an extremely practical nature. Research shows that 90% of the largest organisations both in Europe and the USA use the techniques taught here to monitor their operations and especially in risk management. The aim of the course is to introduce students to the concepts, techniques and applied aspects of the development and analysis of simulation models. The course will cover two main approaches for modelling problems bound by uncertainty (stochastic behaviour): Monte-Carlo Simulation (static problems) and Discrete Event Simulation (dynamic problems). Topics covered will include: types of uncertainty; types of simulation modelling; sampling methods; the simulation process; structuring problems for simulation; running simulation models; analysing simulation outputs; risk analysis using simulated models; testing and validating simulation models; applications of simulation. Excel modelling is an integral part of Monte Carlo simulation and at the end of the course students will have a sound foundation on how to set up different Excel models. Additional tutorial examples will be provided both throughout the course, and posted on Moodle to help develop this very important skill.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. An Excel help class may be held during reading week in Week 6. Extended office hours to students who need it.
Formative coursework: Three individual or small-group assignments will be required during the course.
Indicative reading: JR Evans & DL Olson (2002) Introduction to Simulation and Risk Analysis. Prentice-Hall: Upper Saddle River, NJ; AM Law (2006) Simulation Modelling and Analysis. McGraw-Hill: Boston, 4th ed.; M Pidd (2004) Computer Simulation in Management Science. Wiley: Chichester, 5th ed.; S Robinson (2004) Simulation - The Practice of Model Development and Use, Wiley: Chichester; D Vose (2008) Risk Analysis - A Quantitative Guide, Wiley: Chichester, 3rd ed.
Assessment: Project (100%) in the ST.
The project will have two components, a written document and an oral examination.
An individual management report (maximum 15 pages – excluding appendix) describing the modelling and results from a simulation study of a realistic decision problem. The problem will be defined by week 5 or 6 of the LT, the project should be completed by the beginning of the ST.

MG309 Half Unit Not available in 2017/18
International Human Resource Management

This information is for the 2017/18 session.

Teacher responsible: Dr Virginia Doellgast
Availability: This course is available on the BSc in Management. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None for students on the BSc Management degree. Students on other degrees and General Course students require permission of the instructor. Background in human resource management, employment relations, or sociology of work is recommended (e.g. ID100, ID205, SO212).
Course content: This course examines the human resource management (HRM) strategies of global corporations, with the aim of understanding both the causes of different strategic choices and the consequences of these strategies for diverse stakeholders. In course modules, we will evaluate the strategic choices facing global corporations, including the choice between adopting highly centralized or predominantly decentralized HR policies; HR considerations in the outsourcing and offshoring of work; and the role of HRM in managing international mergers and acquisitions. A central area of concern will be to analyze how institutional and cultural factors affect HRM policies and outcomes across the 'global supply chains' of MNCs.
Teaching: 15 hours of lectures and 15 hours of classes in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 1 presentation and 1 exercise in the LT.
Indicative reading: Edwards, T. and C. Rees. (2011) International Human Resource Management: Globalization, National Systems, and Multinational Companies (2nd Edition). Essex: Pearson Education, Ltd. Harzing, A-W. and Ruysseveldt, J. V. (2011) International Human Resource Management, Third Edition. London: Sage Publications. Catteneo, O., G. Gereffi, and C. Staritz (2010) Global Value Chains in a Postcrisis World. The World Bank Press. Edwards, T. and S. Kuruvilla (2005) International HRM: national business systems, organizational politics and the international division of labour in MNCs, International Journal of Human Resource Management. 16(1): 1-21. Gospel, H. and Sako M. (2010) The Re-bundling of Corporate Functions: The Evolution of Shared Services and Outsourcing in Human Resource Management, Industrial & Corporate Change. 19(5): 1367-1396.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Essay (20%, 2000 words).

MG310 Half Unit
Analytics for Strategic Decisions

This information is for the 2017/18 session.

Teacher responsible: Dr Valentina Ferretti
Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Elementary statistical and mathematical concepts.
Course content: How to choose in tough situations where stakes are high, and there are multiple conflicting objectives? How do we perceive risk, and how to act when there are risks and uncertainties involved in a decision? How can we create options that are better than the ones originally available? Decision making is a central aspect of virtually every management and business activity, including marketing, strategic planning, marketing management, resource allocation, operations management, and investment. Moreover, important decisions are not only made by managers and entrepreneurs, but also by the consumers of their goods and services, and by their business rivals, partners and employees. The ability to make better decisions is an invaluable part of everyone's toolbox. It is this ability that will be developed in this course, which introduces students to the use of Risk and Decision Analysis as a form of analytics that supports decision making in private, voluntary and public organisations. The course shows how a consistent and realistic mix of data and judgement can help decision makers to better achieve their objectives. Based on sound theory underlying normative, descriptive and prescriptive decision-making research, the course emphasises the practical application of Risk and Decision Analysis for decision-making across many different contexts.
The course is designed to enhance the students' decision capabilities when confronted with strategic or operational choices, when searching for decision opportunities, and when designing strategies and policies. It uses real-world Risk and Decision Analysis applications in organisations and public policy making, and employs several case-studies (supported by specialised decision software) to build students' skills in decision modelling and analysis. It covers modelling and supporting decisions involving multiple stakeholders and conflicting objectives (multi-criteria decision analysis) as well as uncertainty (decision trees, influence diagrams, and risk analysis).
Teaching: 20 hours of lectures and 13 hours and 30 minutes of classes in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two formative assignments:
1. Group project plan presentation (i.e. personal decision context selected, due in week 7)
2. Individual review of an anonymous technical report developed from students who took this course last year. Students will have to review the report by following specific criteria and by completing a set of both descriptive and evaluative tasks (e.g. indicating the strongest part of the report, indicating sentences or paragraphs that seem out of order, incompletely explained or in need of revision, etc.). This review assignment will help students to improve their reading, writing and collaborative skills.
The topic of the project (i.e. a decision making problem to be modelled and analysed by means of Multicriteria Analysis) can be a personal decision (i.e. which job offer to accept when confronted with multiple ones, which master to apply for, etc.). Students will have to collect data, develop and apply a quantitative model, interpret the results and refer to the key scientific literature for the main steps in the development of the model. Students are allowed to work in groups of maximum 4/5 people. In the individual technical report of the group project, students will have to report on the developed process. This assignment will help students develop their operational problem solving skills by demonstrating their ability to apply a quantitative model to solve an operational problem, interpret its results, and develop sound recommendations.
Indicative reading: Belton, V. and Stewart, T. (2002) Multiple Criteria Decision Analysis. London, Kluwer. Bouyssou, D., Marchant, T., Pirlot, M., Tsoukias, A., and Vincke, P. (2006) Evaluation and Decision Models with Multiple Criteria. Stepping stones for the analyst. Springer, International Series in Operations Research & Management Science, Vol. 86. Bouyssou, D., Marchant, T., Pirlot, M., Tsoukias, A., and Vincke, P. (2007) Evaluation and Decision Models with Multiple Criteria. A critical perspective. Springer, International Series in Operations Research & Management Science, Vol. 32. Clemen, R.T. and Reilly, T. (2014) Making Hard Decisions. Pacific Grove: Duxbury. Edwards W., Miles Jr R.F. and von Winterfeldt D. (eds). Advances in Decision Analysis: From Foundations to Applications. Cambridge University Press: New York. Eisenführ, F., Weber, M. and Langer, T. (2010) Rational Decision Making, 1st ed. Berlin: Springer. Goodwin, P. and G. Wright (2014). Decision analysis for management judgement. Chichester, Wiley. Ishizaka, A. and Nemery, P. (2013) Multi-criteria Decision Analysis: Methods and Software. Wiley. Keeney, R.L. (1992) Value-Focused Thinking: A Path to Creative Decision-making. Cambridge: Harvard Univ. Press. HD30.23 K21 (Course Collection). Keeney, R. L. and Raiffa, H. (1993) Decisions with Multiple Objectives: Preferences and Value Trade-offs. Cambridge: Cambridge University Press, 2nd ed. Mcnamee, P. and Celona, J. (2007) Decision Analysis for the Professional. Menlo Park: Smart Org, 4th ed (e-book available in the library). G.S. Parnell et al. (2013) Handbook of Decision Analysis. Hoboke, Wiley. Von Winterfeldt, D. & Edwards, W. (1986) Decision Analysis and Behavioral Research. Cambridge: Cambridge University Press.
Assessment: Presentation (40%) and other (60%).
The presentation is a group project due in Week 11 of Lent Term. The other assessment is an individual technical report on the group project due in Week 1 of Summer Term.

MG311 Half Unit Not available in 2017/18
Behavioural Decision Science for Management and Policy

This information is for the 2017/18 session.

Teacher responsible: Dr Barbara Fasolo NAB 3.15
Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: An introductory quantitative course, such as MA107 or ST107 or equivalent.
It is an advantage to have taken an introductory social science course in one of these fields: economics (e.g. EC101 or EC102), management, psychology or sociology.
Course content: This course develops your ability to make decisions or help others make better decisions, with the help of 'system 1' – the fast, intuitive and (before this course) automatic way our brain makes decisions, and evaluates others' decisions. The aim is for you to become a better intuitive decision maker.
In lectures, taught with MSc students, we examine how behavioural decision science came about and review a number of descriptive theories of decision making. We also focus on empirical research on heuristics, biases, decision style and other phenomena which can unconsciously affect decisions.
In seminars which are uniquely designed for undergraduates you answer to questions posed by the class teachers, and are guided to think about how behavioural insights apply to personal, managerial or policy decisions.
This is a course for undergraduates with a strong passion for behavioural science and a keen interest in the psychology of decision making and applications for management and policy. Lectures are taught at an advanced level, and experientially (e.g., in-class experiments). It is suitable for 3rd year undergraduates who are keen to learn alongside master's students in their first term at LSE, from diverse backgrounds and cultures. The course is a natural complement, and preparation for, MG310, which aims at improving the other side of the decision-making brain – the slow and analytic ability to make strategic decisions via modelling and decision analytic techniques
Teaching: 18 hours of lectures and 9 hours of classes in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A 500-word essay plan for one long essay (following the same structure as the summative essay) to be submitted AFTER reading week.
Indicative reading: Ariely, D. (2008). Predictably Irrational: The Hidden Forces That Shape Our Decisions. Harper Collins. Bazerman, M. (2006) Judgment in Managerial Decision Making. New York: Wiley. 6th edition. Hastie, R., and Dawes, R.M. (2001). Rational Choice in an Uncertain World. Sage Publications, Thousand Oaks. Russo, J. E. & Schoemaker, P. J. H. (2002) Winning decisions: How to make the right decision the first time, Piatkus Publ. Limited, Sunstein, C.R. Thaler, R.H. (2008) Nudge - New Haven, CT: Yale University Press. Yates, F. J. (2003). Decision Management: How to Assure Better Decisions in Your Company. Jossey-Bass
Assessment: Essay (100%, 3000 words) in the LT.
Assessment will be as follows:
An essay of 3,000 words to be submitted no later than the beginning of week 7 of LT (100%)
The essay will include two parts. In the first part (1,000 words), you will be asked to prepare a memorandum to the CEO of an organisation (be it public or private, an NGO, a business corporation or a third sector enterprise) giving a behavioural insight on some decision to make, or situation to improve, or goal to achieve. In the second part of the essay (2,000 words), you will justify the specific recommendations presented in the memorandum with reference to behavioural and decision science literature and theories. The first part of the essay will count for 50% of your mark while 50% will come from the second part.

MG312 Half Unit
Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts

This information is for the 2017/18 session.

Teacher responsible: Dr Tara Reich and Dr Chia-Huei Wu

Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Organisational Behaviour and Leadership (MG105) or Organisational Theory and Behaviour (MG203) or equivalent
Course content: Extreme OB seeks to understand atypical forms organisational phenomena. Alternative forms of organisations and unique individual circumstances have become more commonplace in recent years; however, OB theories—designed to apply to "typical" workplace behaviour and contexts—have not kept pace. The emphasis in this course will be on critically evaluating existing OB theories as they relate to extreme forms of workplace behaviour (e.g., workaholism, pro- and antisocial behaviour) and contexts (e.g., military, hospital, and artist culture). Weekly topics include isolated and high pressure work environments, passion work, virtual and flexible teams, and compliance and proactivity.
Teaching: 20 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 2 pieces of coursework (1 essay outline based on a case study and 1 presentation) in the MT.
Indicative reading: The course relies heavily on journal articles (for example, Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behaviour, and Harvard Business Review). An extensive reading list is provided at the start of the course. Indicative readings include:
Eikhof, D. R., & Haunschild, A. (2006). Lifestyle meets market: Bohemian entrepreneurs in creative industries. Creativity and Innovation Management, 15, 234-241. Green, F. (2004). Why has work effort become more intense? Industrial Relations, 43, 709-741. Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. Academy of Management Journal, 50, 327-347. Hewlett, S. A., & Luce, C. B. (2006). Extreme jobs: the dangerous allure of the 70-hour workweek. Harvard Business Review, 84, 49-59. Johns, G. (2006). The essential impact of context on organizational behavior. Academy of Management Review, 31, 386-408. O'Boyle, Jr., E. H., Forsyth, D. R., Banks, G. C., & McDaniel, M. A. (2012). A meta-analysis of the Dark Triad and work behavior: A social exchange perspective. Journal of Applied Psychology, 97, 557-579. Perrewé, P. L., Hochwarter, W. A., Ferris, G. R., McAllister, C. P., & Harris, J. N. (2014). Developing a passion for work passion: Future directions on an emerging construct. Journal of Organizational Behavior, 35, 145-150.
Assessment: Other (100%) in the LT.
Assessment is based on a 3,000 word Case Study in which students will be asked to identify and describe an example of an "extreme" organisational phenomenon and to use existing theory(ies) to explain it, noting what the theory(ies) can and cannot account for. Students will then be asked to propose a modification to the theory(ies) to make it "fit" the phenomenon better. The Case Study, which will be due at the beginning of LT, will account for 100% of the final grade in this course. The Case Study will be supported by formative feedback from instructors and peers throughout the course, as well as a presentation.

MG315 Half Unit
Marketing Action Learning Project

This information is for the 2017/18 session.

Teacher responsible: Dr Haider Ali
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Core Disciplines II: Marketing, Human Resource Management and Information Management (MG201) or Marketing (MG212).
Course content: This course will build on theoretical concepts taught in the pre-requisites, by applying these theories and concepts to a real-life situation. Working in teams, students will develop a marketing plan for a new product/service launch; from ideation through to marketing research and setting marketing launch budgets, and considering Return on Investment. With support from the course leader, students will get the opportunity to use knowledge gleaned from many management courses to craft a compelling marketing plan. This course will test not only your academic knowledge but also your practical problem-solving skills, resourcefulness, and creativity.
Teaching: 4 hours of lectures in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 other piece of coursework and 2 other pieces of coursework in the LT.
i) One page memo drafting the scope of the project area
ii) Mid Term Report One – proposing the market segment to be targeted (based on relative attractiveness)
iii) Mid Term Report Two – Research Plan
Indicative reading: Malcolm McDonald, Marketing Plans: How to Prepare them, How to use them, 7th Edition, Wiley
Business Model Generation, Osterwalder & Pigneur, Wiley
Assessment: Project (90%, 5000 words) in the LT.
In class assessment (10%).
The project will be completed in a group. A Group Evaluation Form will be required, where students' comments on their peers can affect the final grade allocated. Please note that project group membership will be allocated by the course leader.
In the last class of the Lent Term students will be required to write, under exam conditions, a reflective piece on the work undertaken by their team and their contribution to it. The precise focus of students' answers will be determined by the question that they have to address.

PH101
Logic

This information is for the 2017/18 session.

Teacher responsible: Dr Owen Griffiths, LAK 3.01
Availability: Students on the BSc in Philosophy, Logic & Scientific Method and on the BSc in Politics and Philosophy are required to take either this course or PH104. Students on the BSc in Philosophy and Economics who opt to take their logic paper in their first year may take either this course or PH104; those who opt to take their logic paper in their second year must take PH104 rather than this course. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: We reason or make deductions all the time - both in intellectual disciplines and in everyday life. For example, a scientist will test a particular theory by reasoning that if that theory were true then some other claim, one that can be checked observationally or experimentally, would have to be true as well - that is, by showing that some observationally testable claim is deducible from the theory. Mathematics is of course concerned with proofs and proofs are deductive inferences. Finally, philosophy is centrally concerned with arguments or deductions. To take one example, many have argued that the presence of evil in the world is incompatible with the existence of an all-powerful, all-knowing, all-merciful god as proposed in, for example, Judaeo-Christian theology. That is, they have claimed that if you assumed that there is such a god, then it would follow, or you could infer that, there would be no evil in the world. But since there is evil, it follows that there can be no such god. More mundanely, we reason, or make inferences, all the time - though we don't always think of it that way. Deductive Logic is the study of such inferences - it therefore has an enormously broad scope. Different disciplines have different

ways of garnering information in the first place (the way that we arrive at a scientific theory is different from the way that we arrive at an axiom in mathematics or a thesis in philosophy), but the way that we reason from that information is the same no matter what the discipline. The main task of logic is to give an explicit characterisation of those inferences that are correct, or as we shall say, VALID (and hence differentiate them from those that are invalid). Logic tells you exactly when some conclusion really does follow from some premises and when it does not.

The course begins with a simple system called propositional or truth-functional logic, which despite its simplicity captures a great range of important arguments. The system of predicate logic that we study next is, however, still more powerful and provides the logical basis not only for ordinary inferences but also for inferences in the sciences. In both the case of propositional and of predicate logic, the course also covers other notions, such as the consistency of a set of sentences, and the independence of one sentence from a set of assumptions, that are closely related to validity of inference. Finally the course covers some issues in the foundations of logic - to do with truth and sets.

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Formative coursework will take the form of a number of computer based quizzes and a number of regular exercises. Both of these will be set on the basis of the material covered in lectures. In the case of the computer based quizzes, students are required to complete them before a specific deadline; these will be discussed in class. In the case of the regular exercises, students are required to complete these and to be ready to present and discuss answers in the associated class; some of these will be formatively assessed by the class teachers. Successful completion of both the quizzes and the regular exercises is regarded as a prerequisite for admission to the examination for this course.

Indicative reading: Detailed course notes are provided and are intended to be sufficient reading for the course. However for those who like to have a book the one whose treatment is closest to that adopted in the lectures is P.Suppes Introduction to Logic (Van Nostrand).

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

PH103
The Big Questions: An Introduction to Philosophy

This information is for the 2017/18 session.

Teacher responsible: Dr Jonathan Birch and Dr Bryan W Roberts (co-teaching both MT and LT)

Availability: This course is compulsory on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available on the BSc in International Relations, BSc in Politics and International Relations and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: None

Course content: Philosophers formulate sharp ways of thinking about some of the world's big questions. In this course, we explore 10 of the biggest such questions:

(1) What do I know? (2) What is consciousness? (3) Who am I, and do I exist? (4) Do I have free will? (5) Does God exist? (6) What are space and time? (7) What are numbers? (8) What should I do? (9) What is justice? (10) What is the meaning of life?

You will be getting to the bottom of these questions, and to do so, we will be training you in the essential skills of a philosopher. There will be three main components. First, you will hone your ability to read philosophical texts, focusing on how to extract and present a philosophical thesis and argument in a clear, logical way. Second, you will practise creative, critical thinking and discussion on the fly, by participating in philosophical discussion with your peers. Finally, you will develop your ability to write philosophical arguments of your own in essay-form.

The questions of this course are some of the hardest that have ever been asked. Our plight as philosophers is that we still find them irresistible. Don't let this worry you; we need not settle the answers once and for all. (The joke among philosophers is that, "At least we have all the questions!") This course will nevertheless prepare you to make clear progress on big questions, and to think about them in a philosophical way.

Teaching: 10 hours of lectures, 5 hours of seminars and 10 hours of classes in the MT. 10 hours of lectures, 5 hours of seminars and 10 hours of classes in the LT.

Parallel to this course, students will take a 5-week writing "Seminar" in **either** Michaelmas Term **or** Lent Term, but not both. This seminar, called ‘Philosophy and Argumentative Writing’ (or "PAW"), will provide you with practical advice and exercises to improve your writing style. Students in the BSc in Philosophy and Economics, the BSc in Philosophy, Logic and Scientific Method, and the BSc in Philosophy, Politics and Economics are required to attend (5 hours of workshops in **either** MT **or** LT) and do all assignments. Other students are invited to do so.

Formative coursework: Students will be expected to write one formative essay in MT and two formative essays in LT.

Indicative reading: The readings will be articles and excerpts from books and will be made available via Moodle.

Assessment: Essay (50%, 1500 words) in the LT.
Essay (50%, 1500 words) in the ST.

PH104
Formal Methods of Philosophical Argumentation

This information is for the 2017/18 session.

Teacher responsible: Dr Owen Griffiths, LAK 3.01

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is compulsory on the BSc in Philosophy, Politics and Economics (2nd year). It is compulsory on the BSc in Philosophy and Economics for those students who do not take PH101 in their first year. It is available as a more demanding alternative to PH101 for the BSc Philosophy and Economics (1st year); BSc in Philosophy, Logic and Scientific Method and the BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students are advised that it is a more demanding alternative to PH101. Only students with facility in formal reasoning (such as employed in mathematics or statistics) are advised to take this course rather than PH101 (where regulations permit this choice).

Pre-requisites: Although there are no formal prerequisities, facility in formal reasoning (such as employed in mathematics or statistics) will be presupposed.

Course content:

1. Deductive Logic. Philosophy is centrally concerned with arguments. The first question to be asked of any argument (or inference) is whether or not it is valid: that is, does its conclusion really follow from the cited premises?

Validity of inference is the central problem of deductive logic. Logic has universal scope: different disciplines have different ways of garnering information (the way that we arrive at a scientific theory is different from the way that we arrive at an axiom in mathematics or a thesis in philosophy), but the way that we reason deductively from that information is the same no matter what the discipline. The key to answering some other formal questions that often arise

in philosophy – such as whether a position (set of assumptions and claims) is consistent (let alone true) – is also provided by deductive logic.
This section of the course covers first a simple system called propositional or truth-functional logic, which despite its simplicity captures a great range of important arguments and provides a formal articulation of the key notions of validity and consistency. The main system covered, however, is (first order) predicate logic, which is powerful enough to capture not only simple inferences but also those involved in philosophy and the sciences.
The final section of this part of the course investigates more systematically how the formal techniques provided by these systems of logic relate to the invariably more informal arguments found in philosophy (and ordinary discourse).
2. Probability. In a valid deductive argument, the conclusion *must be* true if the premises are. Many inferences, however, conclude only that a certain claim is probable (or more probable than it would otherwise be). For example, we clearly cannot infer from the premise that someone smokes 40 cigarettes a day (together with background medical theories and data), that s/he will die early from smoking-related illness, but we can infer that it is much more probable that she will than if s/he did not smoke.
Issues about probabilities play many roles in current philosophical debates: in decision theory, philosophy of economics, philosophy of physics and many other areas. Building on the axiomatic development of probability that students will have covered in ST102, this section of the course will cover elements of probability logic together with some foundational issues. For example, it turns out that there are importantly different notions of probabilities, that is, different interpretations of the probabiliy axioms. In particular, a subjective interpretation which sees probabilities as credences or degrees of belief in some proposition; and objective interpretations which see probabilities as properties of physical events (like the probability of a particular radioactive atom decaying in a given time interval). Some interesting difficulties arise with both interpretations.
The subjective interpretation has been developed into a full-blown and general “Bayesian” account of theory confirmation in science, the essentials of which will also be covered.
3. Formal Philosophical Devices. This final section of the course covers some of the formal, technical ideas that are often presupposed in contemporary philosophical work: including the notions of sets and infinities; theories of truth (and partial truth); analyticity and the a priori; possibility and necessity; and conditionals. Some of these notions have been clarified via analyses of celebrated 'paradoxes' that will also be covered in this section of the course.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
There are regular structured exercises on Moodle.
Formative coursework: Formative coursework will take the form of a number of computer-based quizzes and a number of regular exercises. Both of these will be set on the basis of the material covered in lectures. In the case of the computer-based quizzes, students are required to complete them before a specific deadline. In the case of the regular exercises, students are required to complete these and to be ready to present and discuss answers in the associated class; some of these will be formatively assessed by the class teachers. Successful completion of both the quizzes and the regular exercises is regarded as a prerequisite for admission to the examination. For later sections of the course, exercises will include questions requiring brief essay answers.
Indicative reading: John Worrall; *Deductive Logic* (unpublished notes); Colin Howson and Peter Urbach: *Scientific Reasoning- the Bayesian Approach* 3rd edition, Open Court, 2006. Alan Hajek ‘*Interpretations of Probability’* Stanford Encyclopaedia of Philosophy http://plato.stanford.edu/entries/probability-interpret. David Papineau, *Philosophical Devices: Proofs, Probabilities, Possibilities and Sets.* OUP 2012; Mark Sainsbury *Paradoxes*, CUP.
For Part 1: extensive notes are provided that are intended to be sufficient reading for this section of the course. Patrick Suppes, Introduction to Logic (Van Nostrand) is the book that most closely follows the system developed in the lectures.
For Part 2: Further course notes; Colin Howson and Peter Urbach: Scientific Reasoning- the Bayesian Approach 3rd edition, Open Court, 2006. Entry on ‘Interpretations of Probability’ by Alan Hajek in the Stanford Encyclopaedia of Philosophy http://plato.stanford.edu/entries/probability-interpret
For Part 3: David Papineau, Philosophical Devices: Proofs, Probabilities, Possibilities and Sets. OUP 2012; Mark Sainsbury Paradoxes, CUP.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

PH201
Philosophy of Science

This information is for the 2017/18 session.

Teacher responsible: Dr Ioannis Votsis
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Politics and Philosophy and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None.
Course content: Science is chock full of miraculous predictions, shocking revolutions, and unexpected results that few science fiction writers could have ever dreamed of. What makes science so special? This course is a tour of the philosophical underpinnings of modern science. No background in any science is needed for this course; everything you need to know will be covered.
Indicative topics include: Theory and Observation: Hume’s problem of induction and Goodman’s new riddle of induction, Popper’s falsificationism, underdetermination of theory by evidence, the positive instance account of confirmation, Bayesianism. Laws of Nature: the regularity view of laws, laws as universals, the best systems account, instrumentalism. Explanation: the DN model of explanation, statistical explanation, causal explanation, unification. Intertheory relations: reductionism and pluralism. Realism versus Antirealism: Scientific realism and antirealism, the no miracles argument, inference to the best explanation, the pessimistic meta-induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism, Kuhn and scientific revolutions. Sociological approaches to science: Social constructivism, feminism. Causation: Hume’s, Mill’s, Mackie’s accounts of causation, counterfactual theories, probabilistic causality and manipulability accounts, transference accounts. Philosophy of a special science: Evidence-Based Medicine.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to write four essays (two in MT and two in LT), submit a few short answers before each class, and participate in class discussion.
Indicative reading: P Godfrey-Smith: *Theory and Reality: An Introduction to the Philosophy of Science.* C Hitchcock (editor): *Contemporary Debates in Philosophy of Science*.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

PH203
Philosophy of the Social Sciences

This information is for the 2017/18 session.

Teacher responsible: Dr Mattia Gallotti, LAK 3.01
Availability: This course is available on the BSc in Environmental Policy with Economics, BSc in International Relations, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in

Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: No formal pre-requisites, but PH103 *The Big Questions: An Introduction to Philosophy* or equivalent is recommended.
Course content: Philosophical issues concerning the nature of social scientific theory and its applications.
Topics to be covered will include some or all of the following: the explanation and interpretation of action; naturalist and hermeneutic social theory; the nature of social facts; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role of values in social science; social norms; the construction of social reality; methods of evolutionary explanation in the social sciences; philosophical and methodological critiques of evolutionary psychology. In additional, philosophical problems of particular social sciences such as anthropology, sociology, and economics will also be addressed.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to write three formative essays, two in Michaelmas term and one in Lent term. A mock exam will be given near the end of Lent term, with feedback provided. Class presentations may also be required depending on the pedagogical approach adopted by the class teacher.
Indicative reading: A detailed reading list may be found on the Moodle page for the course. Useful preliminary background readings include: *The Philosophy of Social Science Reader,* edited by Francesco Guala and Daniel Steel; Daniel Little, *Varieties of Social Explanation*; Alex Rosenberg, *Philosophy of Social Science*; Martin Hollis, *The Philosophy of Social Science*; Brian Skyrms, *Evolution of the Social Contract*. A useful anthology is *Readings in the Philosophy of Social Science*, edited by Michael Martin and Lee McIntyre.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the LT.

PH213 Not available in 2017/18
Scientific Revolutions: Philosophical and Historical Issues

This information is for the 2017/18 session.

Teacher responsible: Prof John Worrall LAK 3.02
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is not available as an outside option. This course is available to General Course students.
Pre-requisites: No prior systematic knowledge of physical and biological science is presupposed.
Course content: The course examines a number of fundamental issues in philosophy of science, as they arise from instances of important theory-changes (so-called 'scientific revolutions') in the history of science. It is therefore by no means a 'straight' course in history of science: it looks at historical episodes to test and/or illustrate philosophical theses about science and its development.
1. The Copernican revolution: the switch from the Ptolemaic geocentric view of the world to the Copernican heliocentric one was probably the greatest revolution in human thought ever: What justified the switch? Was Ptolemaic theory definitively refuted by the data? Was Copernican theory simpler? Was the Church's view that Copernican theory should only be thought of as an instrument for calculating astronomical data purely theologically motivated or does it have some scientific rationale? What role was played in the eventual acceptance of the Copernican view by predictive success? Do we need to invoke social or other non-intellectual factors to explain why this 'revolution' occurred?
2. Galileo: Galileo and the telescope: are all observations 'theory-laden' and does this mean that there is a subjective element to all theory-choices? Galileo and the argument for his law of free fall: can theories be 'deduced from the phenomena'?
3.The Newtonian revolution: What was the relationship between Newton's theory and Kepler's and Galileo's laws? What does this tell us about theory-change in general?
4.19th Century revolutions in Optics: the switches from the corpuscular theory to the wave theory of light and from the wave theory to the electromagnetic theory. What do these cases of theory-change tell us about the twin theses of scientific rationality and scientific realism?
5. The Darwinian Revolution: This revolution certainly ranks alongside the Copernican one in terms of its impact on man's view of herself. But debates about the scientific credentials of Darwin's theory began immediately on the publication of Darwin's work and continue to this day. Is Darwinian theory unfalsifiable (or even just one big tautology)? Can 'scientific' creationists explain everything that Darwin can?; What objections were raised by Darwin's critics to particular aspects of Darwinian theory? Were these valid objections and, in so far as they were, have they now been resolved?
Teaching: 10 hours of lectures and 8 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 2 hours of classes in the ST.
Formative coursework: Students will be expected to write two essays per term of 1500 words maximum, and to give class papers.
Indicative reading: Background reading: T S Kuhn, The Structure of Scientific Revolutions; Imre Lakatos 'Falsification and the Methodology of Scientific Research Programmes' in his The Methodology of Scientific Research Programmes, Philosophical Papers 1; G Holton (revised by S Brush): Theories and Concepts in Physical Science.
Recommended reading: The central text for the first part of the course is T S Kuhn, The Copernican Revolution, Harvard University Press; the central text for part 5 is Philip Kitcher: Abusing Science: the case against Creationism. MIT Press.
There will be lecture slides on each topic including (i) a list of essential reading and suggestions for further reading and (ii) 'study questions' to guide your thought. Aside from the above reading for the section of the course on the Copernican revolution, reading for particular topics will be in the form of articles and selections from books. These will be made available through a combination of handouts, course pack and the Offprint Collection.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH214
Philosophy, Morals and Politics

This information is for the 2017/18 session.

Teacher responsible: Dr Alexander Voorhoeve
The course will be taught by Prof. Michael Otsuka (weeks 1-5 MT); Prof. Luc Bovens (weeks 6-10 MT); and Prof. Alex Voorhoeve (weeks 1-10 LT)
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None.
Course content: Michaelmas Term weeks 1-5 (Michael Otsuka): The ethics of harming and saving from harm. We will discuss the following topics in **normative ethics** regarding the morality of harming and saving from harm: **(i)** Should one save the greater number from harm?; **(ii)** Can contractualism justify the saving

of the greater number when and only when we ought to?; **(iii)** Should one be solely concerned with how badly off people are, or should one also care about inequality?; **(iv)** Does it make a moral difference that a person is less well off than she could have been? (a.k.a. 'the non-identity problem'); **(v)** Why is it permissible to divert a tram so that it runs over one rather than five, whereas it is impermissible to kill a single individual in order to redistribute his vital organs to save the lives of five? (a.k.a. 'the trolley problem').
Michaelmas Term weeks 6-10 (Luc Bovens): Moral psychology. We will study five topics in moral psychology, viz. hope, self-management, love, apologies and death. Hoping for something seems to be more than just believing it to be possible and desiring it—but what else is required for hope? Can it be reasonable to adapt our desires and beliefs to improve our quality of life? Or should be just dismiss this as sour grapes and self-deception? Should we conceive of romantic love foremost as a deep attraction to the features of a beloved, a commitment of caring for a beloved, or a desire to form a single identity with a beloved? What makes for a genuine apology? Why would one care that one be forgiven? What kind of hopes might people have in the face of death, if not eternal life? The core thread through our readings are various strategies of coping with life's challenges. We will also explore literary expressions and political dimensions of these concepts in moral psychology. The readings are a combination of chapters from a book manuscript by Luc Bovens and classical and contemporary sources.
Lent Term weeks 1-5 (Alex Voorhoeve): The good life, virtue, and the market. We will engage with two outstanding thinkers from the history of ethics: Aristotle and Hume. We will use their works to pursue the following questions in ethics: What is a good life? What makes a character trait a virtue or a vice? Why be moral? We will also consider social and political questions, including: what is the origin and role of property rights? Do markets corrupt us or make us better human beings?
Lent Term weeks 6-10 (Alex Voorhoeve): The moral law and social justice. In these weeks, we will draw on Kant's works to engage with the following moral questions: Are there moral laws that are binding on every rational being? What does respect for human beings require? Is impartial morality in tension with partial emotions like love? We will also use Rawls's work to pursue the following questions: What does justice require? Does it demand the redistribution of income from rich to poor in order to create a more egalitarian society?
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 1 presentation in the LT and 3 essays in the MT and LT.
Indicative reading: John Taurek, 'Should the Numbers Count?' *Philosophy & Public Affairs*, 6 (1977): 293-316; Derek Parfit, 'Equality and Priority', *Ratio*, 10 (1997): 202-221; Derek Parfit, *Reasons and Persons*; Luc Bovens Coping: a Philosophical Guide (mimeo). Adrienne Martin (2014) How We Hope, Princeton University Press. William James (1896) "The Will to Believe". Plato (1994) Symposium. Translated by Robin Waterfield. Oxford University Press. Jeffrie G. Murphy and Jean Hampton (1990) Forgiveness and Mercy, Cambridge University Press. Samuel Scheffler (2013) Death and the Afterlife, Oxford University Press. Aristotle *Nichomachean Ethics.* Translated by Terence Irwin. Hackett. Hume *A Treatise of Human Nature* and *Enquiry Concerning the Principles of Morals* (excerpts provided). Kant *Groundwork of the Metaphysics of Morals.* Mary Gregor and Jens Timmermann. Cambridge. Alex Voorhoeve *Conversations on Ethics*. Oxford University Press. John Rawls, *A Theory of Justice*, revised edition;
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the ST.
Class participation (10%).

PH217
Set Theory and Further Logic

This information is for the 2017/18 session.

Teacher responsible:
Dr Owen Griffiths, LAK 3.01
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Pre-requisites: Students must have completed Logic (PH101).
Course content: The aim of the course is to help students of philosophy become familiar with naive set theory, classical logic, and modal logic. From set theory, the course covers 'working' set theory as a tool for use in formal reasoning, and also some 'conceptual' set theory of philosophical interest in its treatment of infinite sets, cardinals and ordinals. From classical logic, it deals with propositional and first-order inference from both semantic and axiomatic viewpoints, with also some material on first-order theories including celebrated theorems of Tarski and Godel. The material on modal propositional logic presents the main axiomatic systems and their analysis using relational models. Throughout, a balance is sought between formal proof and intuition, as also between technical competence and conceptual reflection.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.
Formative coursework: In each term, students are required to submit solutions to two problem-sets, and write one essay on a topic selected from a list or proposed by the student and approved by the instructor.
Indicative reading: Textbooks: Makinson, David 2012 *Sets, Logic and Maths for Computing*, 2nd edition. Springer; Cameron, Peter 1999 *Sets, Logic and Categories*. Springer; Sider, Theodore 2010 *Logic for Philosophy*. Oxford University Press. Remark: Specific sections of these three texts that are relevant to weekly topics will be indicated on the Moodle page for the course.
Complementary reading : Crossley, John 1972 What is Mathematical Logic? (Dover reprint 1991); Goble, Lou ed 2001 The Blackwell Guide to Philosophical Logic (Blackwell); Halmos, Paul Naive Set Theory (Springer reprint 2011); Smith, Peter 2015 Gödel without (too many) tears http://www.logicmatters.net/igt/godel-without-tears/; Stanford Encyclopedia of Philosophy http://www.plato.stanford.edu/.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

PH220 Not available in 2017/18
Scientific Method and Policy

This information is for the 2017/18 session.

Teacher responsible: Dr Katie Steele
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is not available as an outside option. This course is available to General Course students.
Course content: Policy decisions should be responsive to our best evidence. But what does this mean? How should we negotiate conflicting sources of evidence? And whose responsibility is it to link policy and evidence?
These questions reflect the two main topics of the course.
The first topic concerns the quality, strength and relevance of the available evidence with respect to a given policy question. This is a central issue in the 'evidence-based' policy-and-medicine movement. Are randomised controlled trials really the gold standard? Can evidence be statistically significant without being

scientifically or practically significant, and vice versa? What is the role of quantitative versus qualitative evidence in establishing causal claims? How do general causal claims bear on individual cases, and vice versa? Can some evidence be disregarded due to cultural and political biases?
The second topic concerns the roles and responsibilities of scientists, policy-makers and citizens alike in enhancing evidence-based policy making. What does it mean to say that there is a scientific consensus? Does expert knowledge of scientists constitute a threat to democratic processes? What is the ‘Precautionary Principle’ and does it provide a way forward when there is little evidence available? To what extent should individual rights be compromised to enable scientific research? What issues arise when scientists interpret and measure ethically-loaded concepts like poverty, well-being or bio-diversity? Is science a ‘public good’ and what does this mean for how it should be managed?
Examples referred to in the course are drawn from various areas of science in policy-making, including climate, conservation, international development, poverty, education, and health.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 3 essays and 1 presentation in the MT and LT.
Indicative reading: A detailed reading list will be provided at the beginning of the course. Useful background readings are: Cartwright, N. and Hardie, J. (2012) *Evidence-Based Policy: A Practical Guide to Doing it Better;* Mackie, J.L. (1980) *The Cement of the Universe*; Howson, C. and Urbach, P. (1993) *Scientific Reasoning: A Bayesian Approach*; Kitcher, P. (2011) *Science in a Democratic Society*; Douglas, H. (2009) *Science in Policy-Making: Objectivity, Values, and Risk;* Stiglitz, J.E. Sen, A. and Fitoussi, J. (2010) *Mismeasuring Our Lives: Why GDP Doesn't Add Up*.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH221
Problems of Analytic Philosophy

This information is for the 2017/18 session.

Teacher responsible: Prof Christian List and Dr Anna Mahtani
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed The Big Questions: An Introduction to Philosophy (PH103).
Course content: Short description: Some central topics in metaphysics, the philosophy of mind and action, epistemology, and the philosophy of language. Topics may vary by year. More detailed description: The aim of this course is to give an overview of some central themes in analytic philosophy, drawn from several areas: metaphysics, the philosophy of mind and action, and the philosophy of language. We will discuss questions such as the following:
Metaphysics: Is "physicalism" -- the thesis that everything is ultimately produced by physical processes -- philosophically defensible? Are there any features of the world that go beyond physical ones? Is the world deterministic? Could there be true randomness? What is the nature of causation and causal laws? What is the role of time? What is it for one object (or person) to persist through time?
Mind and action: What does it mean to have a mind? What is an intentional agent? How can we make sense of the emergence of human and animal minds against the background of a physical world? What is consciousness, and how does it relate to physical properties?
Language: How do some patterns and noises have meaning? How do some words refer to objects in the world? How do we manage to imply things by what we say? And how can we handle the problem of vagueness?
Our emphasis will be on developing a sharp understanding of key concepts, arguments, and the logical relationships between different ideas, rather than providing an encyclopaedic historical or exegetical coverage. We aim to give students a conceptual toolbox for a rigorous analysis of some classic philosophical questions.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Lectures are taught alongside PH501 postgraduate students.
Formative coursework: Students will be expected to participate actively in their classes and to write 3 formative essays, each with a 2000 word limit. None of these may be a draft of the summative assignment.
Indicative reading: Bertrand Russell, Problems of Philosophy (Any Edition); A.P. Martinich & D. Sosa (eds.), Analytic Philosophy: An Anthology; David Chalmers, The Conscious Mind; W.V.O. Quine, From a Logical Point of View; Jaegwon Kim, Physicalism, or Something Near Enough; John Searle, Making the Social World: The Structure of Human Civilization, William Lycan (2nd Edition): Philosophy of Language; Rosanna Keefe, Theories of Vagueness; Mark Sainsbury: Paradoxes.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH222
Philosophy and Public Policy

This information is for the 2017/18 session.

Teacher responsible: Dr Campbell Brown
This course is taught by Prof. Alex Voorhoeve (weeks 1-5 of Michaelmas Term); Dr. Campbell Brown (weeks 6-10 of MT); Dr Johanna Thoma (weeks 1-5 of LT) and Prof. Michael Otsuka (weeks 6-10 of Lent Term).
Availability: This course is compulsory on the BSc in Politics and Philosophy. This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.
- What is a correct public measure of well-being?
- Should we distribute resources in health care to produce the most well-being overall or should we also aim to limit inequalities?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- Is torture ever justified?
- Do prosperous countries have a right to close their borders to immigrants from poor countries?
- Should hate speech be protected by freedom of speech?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Should higher education be financed by student loans or general taxation?
- Should we be free to act as we choose so long as we do not harm others?
- Is killing morally worse than letting die?

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Students will be expected to produce 2 essays and 1 presentation in the MT and 1 essay in the LT.
Indicative reading: A detailed list of readings will be available on moodle. The following is an indicative sample of readings that may be discussed in the course.
- Bognar Iwao Hirose *The Ethics of Health Care Rationing* Routledge
- A. Voorhoeve (2018) 'May a Government Mandate More Comprehensive Insurance than People Want for Themselves?' *Oxford Studies in Political Philosophy*.
- Michael Rustin (2016), 'The neoliberal university and its alternatives', *Soundings*
- Ronald Dworkin et al (1997) 'Assisted Suicide: The Philosophers' Brief'
- Carol Kates (2004). 'Reproductive Liberty and Overpopulation' *Environmental Ethics.*
- John Stuart Mill (1859), *On Liberty*
- Jonathan Wolff (2011), *Ethics and Public Policy: A Philosophical Inquiry*

Additional readings will be available on Moodle.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH225 Half Unit
Business and Organisational Ethics

This information is for the 2017/18 session.

Teacher responsible: Dr Susanne Burri
Availability: This course is available on the BSc in Management, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method and BSc in Politics and Philosophy. This course is not available as an outside option. This course is available to General Course students.
Course content: Some tough-minded people believe that "business ethics" is a contradiction in terms. They argue that business is like a game where winning means making as much money as possible. These tough-minded people claim that whoever thinks otherwise --- whoever thinks that business is also about treating others respectfully --- is either naive, or deluded, or both. What people who argue in this way don't usually realise is that they are, in fact, making an argument within business ethics while they are denying that "business ethics" exists. To assert that business is a game where winning means making as much money as possible is to claim that when it comes to business, everyone should, or is at least permitted to, pay attention only to their personal gain. This statement may be correct, or it may be false. But it is definitely an ethical statement, simply because it makes claims about how people may permissibly behave.
In this introductory course to business ethics, we look at different types of ethical theories, and we apply them to problems that tend to arise in business contexts. The primary aim of the course is not to present you with solutions or dogmatic guidance, but to teach you to think critically, so that towards the end of the course, you will no longer be satisfied with simple answers to difficult problems. Participating in this course will help you sharpen your analytical skills. You will also become more experienced at expressing your thoughts clearly and concisely, both in writing and in discussion.
Topics discussed in the context of this course include:
- What are the moral responsibilities of managers? Is Milton Friedman correct that the main purpose of business is to increase profits?
- What, if anything, is wrong with exploitation? If sweatshop workers voluntarily choose to work under bad conditions because it is their best shot at having a decent life, isn't it wrong to outlaw sweatshop labour and rob the workers of this opportunity?
- If you want to live a morally good life, what career should you pursue? Is William MacAskill right that you should consider working for a hedge fund, and then give a large part of your earnings away to charities?
- Do employers have a duty to promote employee happiness? According to the ancient Greek philosopher Aristotle, happiness is the ultimate goal of all human beings. But is everyone responsible for their own happiness, or are employers required to make their employees happy as well?
- To what extent are the large pay packages that CEOs receive justified? What makes a wage fair?

Required readings amount to about two papers per week.
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: One essay of 1500 words.
Indicative reading: Carr, Albert Z. (1968): "Is Business Bluffing Ethical?", in Harvard Business Review, 46 (1): 143-153. Friedman, Milton (1970): "The Social Responsibility of Business is to Increase its Profits", New York Times Magazine, Sept. 13. Heath, Joseph (2014): "A Market Failure Approach to Business Ethics", in Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics, pp. 25-41. Oxford: Oxford University Press. Moriarty, Jeffrey (2009): "How Much Compensation Can CEOs Permissibly Accept?", in Business Ethics Quarterly, 19 (2): 235-250. Zwolinski, Matt (2007): "Sweatshops, Choice, and Exploitation", Business Ethics Quarterly 17 (4): 689-727.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH227 Half Unit
Genes, Brains and Society

This information is for the 2017/18 session.

Teacher responsible: Dr Jonathan Birch
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: None.
Course content: This course examines, from a philosophical perspective, the ways in which recent developments in genetics and neuroscience challenge our conceptions of what we are — and what we could become.
Topics covered include:
Human nature: Does the concept of 'human nature' have any biological basis? Can we distinguish between those traits which are part of 'human nature' and those which are not? And is 'human nature' fixed, or can it be altered by technological means?
Sex and gender: Are 'sex' and 'gender' the same thing? Are gender categories natural or social? Are there robust psychological differences between men and women? If so, are they explained by genes or by culture? And should we reconcile ourselves to these differences, or should we try to eliminate them?
Race: Do races exist? Is there any objective biological basis for racial categorization, or are races socially constructed? Does the concept of 'race' have a legitimate role in medicine?
Free will and responsibility: Has neuroscience debunked the notion of 'free will'? If so, can we still be held responsible for our actions? Should neuroscientific data be used to predict—and prevent—wrongdoing?
Right and wrong: Has neuroscience shown that morality is more a matter of emotion than reason? Can we use neuroscience to help us choose between ethical theories, and to help us improve our own behaviour?
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
Lectures: Weeks 1 - 10
Classes: Weeks 2 - 11
Formative coursework: A critical analysis exercise (1,000 words)
Indicative reading: Suggested introductory readings:
Glover, J. (2008) Choosing Children. Fine, C. (2005) Delusions of Gender. James, M. (2011) "Race", in the Stanford Encyclopedia of Philosophy [online]. Greene, J. D. (2013) Moral Tribes.
Assessment: Essay (45%, 1500 words) and wiki entry (10%) in the LT.

Essay (45%, 1500 words) in the ST.
There is no exam for this half-unit. There will be two summative essays, each worth 45% of the final mark. 10% of the final mark will be awarded for contributions to a collaborative wiki.

PH228 Half Unit
Emotion, Cognition and Behaviour: Science and Policy

This information is for the 2017/18 session.

Teacher responsible: Adrian Boutel
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides an introduction to the (i) philosophical and (ii) scientific foundations of contemporary cognitive science with a particular focus on its (iii) ethical, social and political implications. No background in either philosophy or cognitive science is required.
Topics covered include:
Folk psychology and its discontents: We tend think of ourselves, and of others, as more-or-less rational instrumental deliberators, choosing actions that further our goals in light of our beliefs. But is this common-sense understanding a good psychological theory? Or is it, at best, a useful heuristic for dealing with something much more complex?
Cognition as computation: Is the brain (like) a computer? Is computation sufficient for thought? Could computers potentially do all the things our minds do?
Dual-process theories: Do our cognitive processes come in 'fast' and 'slow' varieties? Is the mind partitioned into two systems?
Implicit bias: Could we be unaware of our own racial, gender and other biases? If so, are we responsible for the decisions they influence? What can we do about them?
Thought outside the body: Are thoughts wholly 'in the head'? How might they extend beyond it? Will augmented reality paint our minds onto the world?
Happy societies: Should policymakers aim at increasing the happiness of society? What would this mean, and how would we go about it?
Nonhuman thought: Do we share cognitive capacities with animals? What kind of value judgements are involved in answering that question? And if AI is possible, what happens to us when machines can think better than we can?
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
Lectures: Weeks 1 - 10
Classes: Weeks 2 - 11
Formative coursework: One formative essay and comments on a draft of the assessed essay.
Indicative reading: Suggested introductory reading:
Crane, T. (2003), The Mechanical Mind (2nd ed). Routledge.
Kahneman, D. (2011), Thinking Fast and Slow. Allen Lane/Penguin.
Steele, C.M. (2011), Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. W.W. Norton & Co. Thaler, R. H. and C. R. Sunstein (2008), Nudge. Yale/Penguin.
Assessment: Exam (67%, duration: 2 hours) in the LT week 0.
Essay (33%, 1500 words).

PH230 Half Unit
Einstein for Everyone: From time travel to the edge of the universe

This information is for the 2017/18 session.

Teacher responsible: Dr Bryan Roberts
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.
Course content: Does the universe have an edge? Is time travel possible? What is a black hole, and in what sense are space and time described by "geometry"? The modern theory of spacetime introduced by Einstein provides a precise framework in which to ask these questions. This course makes their analysis accessible to everyone.
Students will have the opportunity to engage with Einstein's theories of relativity, to use them to analyse philosophical problems, and to examine their philosophical and practical implications. The topics of the course will include: 1) Relativity: Slowing clocks, shrinking rods, and the relativity of simultaneity; 2) Spacetime: Thinking in higher dimensions, faster-than-light travel, and other philosophical issues; 3) Non-Euclidean thinking: Beyond the geometry of Euclid, measuring curvature, gravity as curved spacetime; 4) Cosmology: Our place in the universe, big bang cosmology, time travel; 5) Limits of space and time: Geometry, black holes, singularities.
Students will learn to apply these conceptual tools to the analysis of space, time and gravity, as well as to formulate and argue for their own perspectives on the philosophical implications of relativity theory. One is often faced with unsubstantiated declarations about the implications of Einstein's theories, by both scientists and non-scientists. This course will equip non-scientists with the conceptual tools needed to critically analyse these claims for themselves. It will also provide students with the tools needed to discuss the philosophy of space and time from a modern perspective.
Einstein for Everyone requires absolutely no background in physics or maths. Students are only required to learn two equations, which really cannot be omitted: E=mc2, and Einstein's equation!
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
Formative coursework: Weekly problem sets and short discussion questions submitted through Moodle and for review in classes.
Indicative reading:
- Norton, John D. (2015) *Einstein for Everyone*.
- Hugget, Nick. (2010)
- Einstein, Albert (1920) *Relativity: The special and general theory*.
- Euclid (1908) *The Thirteen Books of Euclid's Elements*, Vol I.
- Poincaré, Henri (1905) *Science and Hypothesis*.

Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles.
Assessment: Essay (50%, 1500 words) in the MT.
Essay (50%, 1500 words) in January.

PH232 Half Unit
Physics and the City: From Quantum Jumps to Stock Market Crashes

This information is for the 2017/18 session.

Teacher responsible: Dr Bryan Roberts
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.
Course content: One of the most surprising discoveries of the 20th century is that many things can be described by tiny atoms moving randomly about. Thinking about the physical world in this way led

to the invention of modern particle physics. Thinking about the financial world in this way led to modern financial modeling. This course is about some of the philosophical issues underlying the relationship between physics and finance.
Students in this course will explore some of the most important conceptual and philosophical questions underlying physics and finance, like: How are assumptions about randomness compatible with observed forms of determinism? What does it mean to be an atom? How does the quantum world differ from the everyday world? What explains why physical models have unexpected applications in finance? To what extent do such applications help to underpin how the prices of financial instruments are set?
The course will proceed at a conceptual level that is suitable for students of all backgrounds. We begin by introducing the concept of atoms and of the random walk, and investigate the role it played in the development of statistical mechanics and quantum physics. We then explore how random walks and other models used in physics apply to understand financial ideas like rates of return, Black-Scholes option pricing, and stock market crashes, analysing the philosophical issues underlying this practice along the way.
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 2 essays in the LT.
Students should also prepare to discuss a few short questions in each weekly class meeting.
Indicative reading: Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles. Some indicative readings include:
- MacKenzie, Donald. *An Engine Not a Camera*, excerpts.
- Malkin, Burton G. *A random walk down Wallstreet*, excerpts.
- Norton, John D. *Einstein for Everyone,* Chapters 34-37 on Brownian motion and the origins of quantum theory.
- Weatherall, James O. *The Physics of Wallstreet* (optional further reading)

Assessment: Essay (50%, 1500 words) in the Week 11.
Essay (50%, 1500 words) in the ST.

PH301 Not available in 2017/18 Rationality and Choice

This information is for the 2017/18 session.

Teacher responsible: Prof Richard Bradley LAK2.03
Availability: This course is available on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.
Available only for 4th year students in the BSc. PPE
Pre-requisites: Students must have completed Formal Methods of Philosophical Argumentation (PH104).
Students must have completed Microeconomic Principles I (EC201) **or** Microeconomic Principles II (EC202)
Course content: This course introduces the three main components of rational choice theory: individual decision theory (including probability theory), game theory and social choice theory. Students will become familiar with the kinds of problems and solution techniques (the logical/mathematical machinery) that characterise these areas of rational choice. The primary aim of the course, however, is to philosophically examine the theories in question. To this end we examine the basic assumptions underlying the dominant decision, game and social choice models, and how these assumptions relate to the role(s) these models are supposed to play in various areas of philosophy (e.g. philosophy of science and ethics) and in the social sciences.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Students will be expected to produce 2 essays and 2 problem sets in the MT and LT.
Indicative reading: Richard Jeffrey, The Logic of Decision, Michael Resnik, Choices: an introduction to decision theory, Martin Peterson An Introduction to Decision Theory, Amartya Sen Collective Choice and Social Welfare, Duncan Luce and Howard Raiffa Games and Decisions, Wulf Gaertner A Primer in Social Choice Theory, J. S. Kelly Social Choice Theory. An Introduction. Allais, M. and O. Hagen (eds.) (1979) Expected Utility and the Allais Paradox, Dordrecht; Boston: Reidel Publishing Company
Anand, P., Pattanaik, P. and C. Puppe (eds.) The Handbook of Rational and Social Choice, Oxford: Oxford University Press, 2009. Binmore, K. (2009) Rational Decisions, Princeton University Press. Bradley, Richard (2011) “Decision Theory: a semi-formal introduction”, mimeo. Broome, John (1991) Weighing Goods, Cambridge, Mass., Basil Blackwell. Broome, John (1999) Ethics out of Economics, Cambridge: Cambridge University Press. Elster, Jon (ed.) (1986) Rational Choice, New York: NYU Press. Gärdenfors, Peter, and Nils-Eric Sahlin, eds. (1988) Decision, Probability, and Utility, Cambridge: Cambridge University Press. Gilboa, Itzhak (2009) Theory of Decision Under Uncertainty, Cambridge: Cambridge University Press. Gillies, Donald (2000) Philosophical Theories of Probability. Routledge. Hacking, Ian. (2001) An Introduction to Probability and Inductive Logic. Cambridge: Cambridge University Press. Hansson, Sven Ove (2005) Decision Theory: A brief introduction, http://home.abe.kth.se/~soh/decisiontheory.pdf. Jeffrey, Richard (1965/1983). The Logic of Decision. 2nd ed. Chicago: University of Chicago Press. Jeffrey, Richard (1992). Probability and the Art of Judgement. Cambridge; New York: Cambridge University Press. Jeffrey, Richard (2004) Subjective Probability: The Real Thing. Cambridge; New York: Cambridge University Press. Kreps, David M. (1988) Notes on the Theory of Choice. Westview Press. Levi, Isaac (1986) Hard choices: decision making under unresolved conflict, Cambridge; New York: Cambridge University Press. Luce, R. Duncan and Howard Raiffa (1957) Games and decisions: introduction and critical survey New York, Wiley. Millgram, E. (ed.) (2001) Varieties of Practical Reasoning, MIT Press. Peterson, Martin (2009) An Introduction to Decision Theory. Cambridge University Press. Resnik, Michael D. (1987) Choices: an introduction to decision theory. Minneapolis: University of Minnesota Press. Savage, L. J. (1954/1972) The Foundations of Statistics, 2nd ed, Dover, New York. Sen, A. K. (1970) Collective choice and social welfare, San Francisco: Holden-Day. Skyrms, Brian (1999) Choice and Chance: An Introduction to Inductive Logic, 4th edition, Belmont: Wadsworth/Thomson Learning
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
The exam will consist of three sections. Section A will contain short questions of a technical nature. Sections B and C will contain longer essay questions

PH311 Philosophy of Economics

This information is for the 2017/18 session.

Teacher responsible: Dr Johanna Thoma LAK 4.02
Dr Campbell Brown
Availability: This course is compulsory on the BSc in Philosophy and Economics. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Politics and Philosophy and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Economics A (EC100).
Although it is a third-year course, second-year students can take it with permission.
Course content: This course provides a philosophical discussion of the methods and normative commitments of contemporary economics.
The first term will focus on economic methodology and the foundations of utility theory, with an eye to important current debates in economics. We will discuss questions such as: What

is utility, and how do economists measure it? Does evidence of widespread `irrationality' from behavioural economics undermine standard microeconomic theory? Can idealised models teach us anything about real-world phenomena? If yes, how? How should we measure important economic variables, such as inflation? How do we best find out what interventions work in development? Does macroeconomics need microfoundations? Is the economics profession to blame for its failure to predict the financial crisis? The second term will focus on welfare economics, and the ethical assumptions and implications of economics. We will cover questions such as: Is getting what you want always good for you? Can you be harmed by something if you never know about it? Does it make sense to say that eating pizza gives me more happiness than going to the movies gives you? Is it possible to combine the preferences of individuals into an overall 'social' preference? Does it matter if the well-being of some people is less than that of others? What are the moral limits of markets? How should we resolve collective action problems? What is a fair distribution of the benefits from cooperation? Should there be barriers to international trade?

Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Students will be expected to produce 2 essays and 1 presentation in the MT and 1 essay and 1 presentation in the LT.

Indicative reading: D. Hausman, *The Philosophy of Economics: An Anthology*; J. L. Bermudez, *Decision Theory and Rationality;* J. Cohen and W. Easterly, *What Works in Development: Thinking Big and Thinking Small*; H. Davies, *The Financial Crisis - Who is to Blame?* D. Hausman and M. McPherson, *Economic Analysis, Moral Philosophy, and Public Policy*; D. Gauthier, *Morals by Agreement*; D. Satz, *Why Some Things Should Not Be for Sale*.

Additional readings will be made available on Moodle.

Assessment: Exam (65%, duration: 2 hours) in the main exam period.

Essay (25%, 2000 words) in the ST.

Class participation (10%).

PH332 Half Unit
Effective Philanthropy: Ethics and Evidence

This information is for the 2017/18 session.

Teacher responsible: Prof Luc Bovens and Mr Stephan Chambers

Professor Bovens will deliver the weekly lectures and the seminars based on lecture material; Stephan Chambers, Marshall Institute Director, will arrange and chair the bi-weekly discussion with leaders in philanthropy.

Availability: This course is available on the BSc in Management, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This is 3rd-year level course, open to students from any degree in LSE. Interested second-year students can apply to the lecturer for permission to take the course.

Course content: The course will address key questions in philosophy and social science concerning philanthropy, including:

- Which motives actually drive philanthropy and which motives should drive it?
- What is the nature and extent of our moral obligations to philanthropy?
- Is the proper aim of philanthropy to 'do the most good'?
- How should the good aimed at be conceived of and measured?
- How, if at all, should people's rights and the risks of causing harm constrain the pursuit of the good?
- What are a charitable organisation's duties of accountability towards its stakeholders, that is, the donors, the recipients and its employees?
- Do we need Randomised Controlled Trials as evidence for the efficacy of philanthropic interventions?
- Which career and personal choices should one make in order to further philanthropic aims?
- Which moral principles govern the relationship between the state and private philanthropy? Between corporations and charities?
- What is the role of foundations in support for the arts?
- How should the recipients of aid be represented in media campaigns of charities addressing global poverty?
- What behavioural techniques can be invoked to increase charitable giving and are these techniques respectful of the freedom and autonomy of the targeted donors?

Learning aims:

- Students will learn about key contemporary debates in the ethics of philanthropy through critical engagement with the philosophical literature.
- Students will learn how to use both social science and normative (ethical and methodological) reasoning to assess philanthropic organisations.
- Students will gain knowledge of philanthropy in action via case studies that highlight key methodological and ethical issues and via discussions with professionals with extensive experience of the sector in bi-weekly, supplementary talks and Q&A sessions.

Teaching: 10 hours of lectures, 5 hours of seminars and 10 hours of classes in the MT.

In Michaelmas term: 1 hour lecture per week (x 10), fortnightly 1 hour additional 'philanthropy in practice' guest lecture and seminar with leading figures in philanthropy organised by the Marshall Institute; seminars: 1 hour per week (maximum of 15 per seminar).

Formative coursework: Students will be expected to produce 1 essay in the MT.

This formative essay has a word limit of 1500 words.

Indicative reading: Essential Readings:

Peter Singer The Life You Can Save, Random House (2009). Jennifer Rubenstein Between Samaritans and States: The Political Ethics of Humanitarian INGOs. Oxford: OUP. (2015). The GiveWell website. URL: http://www.givewell.org. Rob Reich, Chiara Cordelli and Lucy Bernholz, Philanthropy in Democratic Societies. Chicago: University of Chicago Press. (2016). Dale Russakoff, The Prize -- Who's in Charge of America's Schools? Houghton Mifflin Harcourt. (2015). Chimamanda Ngozi Adichie, "The Danger of a Single Story." TEDGlobal 2009. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story. Applying behavioural insights to charitable giving. Cabinet Office and Behavioural Insights, 28 May 2013. URL: https://www.gov.uk/government/publications/applying-behavioural-insights-to-charitable-giving

Reading List:

Peter Singer et al. "The Logic of Effective Altruism: Opening the Debate" The Boston Review 6 July 2015. Frances Kamm "Does Distance Matter Morally to the Duty to Rescue?" Law and Philosophy, 19, 655–681. (2000). William MacAskill Doing Good Better. How Effective Altruism Can Help You Help Others, Do Work that Matters, and Make Smarter Choice about Giving Back. London: Guardian Books. (2015). William MacAskill "Replaceability, Career Choice and Making a Difference." Ethical Theory and Moral Practice 17(2), 269-83 (2014). Susan Wolf, "Morality and the View from Nowhere." In: The variety of values: essays on morality, meaning, and love. New York: Oxford University Press (2014). Susan Wolf "Good-for-Nothings" In: The variety of values: essays on morality, meaning, and love. New York: Oxford University Press (2014). Amia Srinivasan, Better Ways to Help. Review of MacAskill's Doing Good Better and Singer's The Most Good You Can Do. In: Times Literary Supplement, November 18, 2015. Martha Nussbaum, "If Oxfam Ran the World. Book Review of Living High and Letting Die: Our Illusion of Innocence by Peter Unger." In: London Review of Books. Vol. 19 No. 17 • 4 September 1997. pp 18-19. (1997). Theron Pummer "Whether and Where to Give" Philosophy and Public Affairs, First published: 22 August 2016. Jennifer Rubenstein Between Samaritans and States: The Political Ethics of Humanitarian INGOs. Oxford: OUP. (2015). Chiara Lepora, Chiara and Robert E Goodin, On Complicity and Compromise. Oxford: OUP. (2013) The GiveWell website. URL: http://www.givewell.org. Dan W. Brock and Daniel Wikler, "Ethical Issues in

Resource Allocation, Research, and New Product Development." In: Disease Control Priorities in Developing Countries, 2nd edition. Edited by Dean T Jamison et al. OUP, 259-70. (2016) Toby Ord, The Moral Imperative toward Cost-Effectiveness. URL: https://www.givingwhatwecan.org/sites/givingwhatwecan.org/files/attachments/moral_imperative.pdf. Esther Duflo, Social Experiments to Fight Poverty. TED talk. (2010) URL: https://moodle.lse.ac.uk/mod/url/view.php?id=595560. Angus Deaton and Nancy Cartwright, Understanding and Misunderstanding Randomized Controlled Trials. (2016) URL: https://www.dur.ac.uk/resources/chess/CHESSK4UWP_2016_05_DeatonCartwright.pdf. Rob Reich, Chiara Cordelli and Lucy Bernholz, Philanthropy in Democratic Societies. Chicago: University of Chicago Press. (2016) Dale Russakoff, The Prize -- Who's in Charge of America's Schools? Houghton Mifflin Harcourt. (2015) Gara Lamarche, "Is Philanthropy Bad for Democracy?" The Atlantic, 30 October 2014. URL: https://www.theatlantic.com/politics/archive/2014/10/is-philanthropy-good-for-democracy/381996/. Rob Reich, "What are Foundations for?" Boston Review, 1 March 2013. URL: http://bostonreview.net/forum/foundations-philanthropy-democracy. Binyavanga Wainaina, "How to Write about Africa." Granta 92: The View from Africa. 19 January 2006. URL: https://granta.com/how-to-write-about-africa/. Chimamanda Ngozi Adichie, "The Danger of a Single Story." TEDGlobal 2009. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story. "Applying behavioural insights to charitable giving." Cabinet Office and Behavioural Insights, 28 May 2013. URL: https://www.gov.uk/government/publications/applying-behavioural-insights-to-charitable-giving

Assessment: Exam (65%, duration: 2 hours) in the main exam period.
Essay (25%, 1500 words) in the ST.
In class assessment (10%) in the MT.

PH341 Not available in 2017/18
Philosophy, Politics and Economics: Applications

This information is for the 2017/18 session.

Teacher responsible: Dr Alexander Voorhoeve LAK 401

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.
Available only to fourth-year PPE students.

Pre-requisites: The course will be available only to 4th-year PPE students.

Course content: This course will draw on concepts, theories and findings from Philosophy, Politics and Economics to tackle questions faced by decision-makers in public and private institutions. Each week will focus on a case study. Students will be expected to have had some prior exposure to the issues in previous courses--this course will stand out by being more interdisciplinary, in-depth and practical. Questions covered may include:

1. What measure(s) should governments use as the 'currency of distributive justice'? We will look at merits and drawbacks of various 'currencies' (including subjective satisfaction, the capability approach, the 'equivalent incomes' approach, and quality-adjusted life-years) and how they have been used.

2. How should we measure inequality and poverty? We will look at merits and drawbacks of various measures in the light of both (i) the nature of reasons to be concerned with inequality and poverty; and (ii) practical concerns.

3. How, if at all, should governments aid the disadvantaged 'at home'? We will consider the merits and drawbacks of conditional versus unconditional transfer programmes.

4. Should public services be provided for free 'in kind' or should citizens be granted 'vouchers' which they can 'top up' with their own money?

5. How should priorities be determined in aiding the global poor? We will consider whether efforts should be guided by where they will 'do the most expected good' or whether they ought instead also to be directed to reforming unjust institutions.
We will consider what kinds of goods can be traded for money and which goods ought to remain 'market-inalienable'.
We will consider the justifiability of the use of 'traditional' paternalistic instruments such as taxes and prohibitions and the use of 'nudges'.

8. How should one respond to the 'Democratic Trilemma', i.e., the conflict between three central demands on good democratic procedures: 'robustness to pluralism', 'majoritarianism', and 'collective rationality'? Discussion will centre on the merits and demerits of the various types of democracy that result from giving up each of these demands.

9. When people disagree, what are the conditions under which a consensus can be achieved and how desirable is it to do so? We will consider some of the epistemic and moral reasons for and against reaching a consensus and consider how some public organisations proceed in the face of disagreement.

10. How can and should collective action problems be resolved? We will consider the nature of the obligations to address collective action problems and the ways in which they may be solved.

11. Why limit immigration? We consider the moral reasons for and against limits on immigration and immigration's political and economic consequences.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
The lectures will present theories and findings from the three disciplines relevant to the policy issue being studied in that week; they will also give the outline of a real-world case study. Classes will devote some time to clarifying concepts, theories and findings, but will focus especially on the practical policy question posed by the case study. At least three classes will involve team debates, in which students are assigned to teams which must argue for a particular solution to the dilemma posed by the case study. Two of these debates will be formative, and one summative.

Formative coursework: Students will be expected to produce 2 essays and 2 presentations in the MT and LT.
Students will write at least two 2,000-word formative essays. At least twice, students will be assigned to a debate team, which must together present a case in class for a particular resolution of a policy dilemma. Feedback on these essays and the presentation will help prepare students for the final, summative essay and final, summative presentation.

Indicative reading: D. Hausman and M. McPherson, *Economic Analysis, Moral Philosophy and Public Policy.* Cambridge University Press, 2006. M. Fleurbaey and D. Blanchet. Beyond GDP: Measuring Welfare and Assessing Sustainability. Oxford University Press, 2013. S. Okin, "Poverty, Well-Being, and Gender: What Counts, Who's Heard?" *Philosophy and Public Affairs,* 31 (2003): 280-316. A. Deaton. "Measuring Poverty in a Growing World". *Review of Economics and Statistics*8 7 (2005): 1-19. D. Satz. *Why Some Things Should Not Be for Sale.* Oxford University Press, 2011. C. List, "The Logical Space of Democracy", *Philosophy & Public Affairs* 39 (2011): 262–297. E. Ostrom, Governing the commons: the evolution of institutions for collective action. Cambridge University Press, 1990. A. Oliver (ed.) *Behavioural Public Policy*. Cambridge University Press, 2013. L. Bovens, "The Ethics of *Nudge*." In *Theory and Decision Library* 42 (2009): 207-219. J. Carens. *The Ethics of Immigration*. Oxford University Press, 2013. An extensive list of required and further readings will be available on Moodle.

Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the ST.
Presentation (20%) in the LT.
The grade for the presentation will normally be the same for all members of the presentation team. This is to incentivise working effectively together. Students will have two summative team presentations first before the formative one, so will have time to

learn to work together effectively and get guidance from the class teacher where needed. All other marks are individual.

PH399
Dissertation in Philosophy

This information is for the 2017/18 session.

Teacher responsible: Dr Marie Milofsky
Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.
Course content: The dissertation may be on any topic for which a suitable supervisor in the Philosophy department can be found.
Selection of topic
Candidates should have the subject of their dissertation approved by their supervising member of department.
Arrangements for supervision
The dissertation is an opportunity to do extended independent research and writing and to present this work to one's peers. It should reflect the candidate's own views but must develop out of some established part of the philosophical literature. Students should carefully discuss their topic and approach with their supervisor who will also advise on reading and give feedback on written work. Students must have regular meetings with their supervisor, submit written work regularly, and keep a formal record of their work and progress. Students must also present an early version of their argument to fellow students and will be given feedback on the quality of their presentation as well as on the content of their arguments.
Teaching: 1 hour of seminars in the MT. 20 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT, 2 essays and 1 presentation in the LT and 1 piece of coursework in the ST.
The formative coursework sets out several steps towards the dissertation: a literature review (due in MT); a first 2,000 words (due in week 1 of LT), a subsequent 3,000 words (which may be in part a revision of the first 2,000 words), due in week 5 of LT; a presentation of the student's arguments in LT; and a full draft of the dissertation, due in week 1 of ST. All written coursework must be submitted by email to both the student's supervisor and the teacher responsible. Students who fail to submit this coursework on time may be barred from submitting the dissertation.
Participation in the weekly seminar and the quality of the presentation will determine 10% of the final mark for the course.
Assessment: Dissertation (90%, 7000 words) in the ST.
Class participation (10%).
Dissertations must be submitted in May 2018, exact date to be confirmed. They should be 5,000-7,000 words, and should be typewritten.

PS102
Social Psychology

This information is for the 2017/18 session.

Teacher responsible: Dr Sophie Von Stumm QUE.3.22
Availability: This course is available on the BSc in Social Policy and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: Theories and concepts such as: self and identity; attitudes; communication, influence and persuasion; groups, organisations and crowds; social cognition, e.g. how our expectations influence our perception of the social world, and how our culture and social world influences those expectations. Applications such as: exploring the meaning of public opinion polls; the social and psychological sources of prejudice; rioting; crime and eyewitness testimony; media influence; leadership and motivation. This course's emphasis on social and applied psychology distinguishes it from the broader introduction to cognitive, developmental, clinical and other branches of psychology provided by PS100.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Formative coursework: Students are expected to produce two assignments as coursework, one in MT and one in LT. The first assignment comprises of three separate short answers responding to a choice of questions, comprising up to 1,500 words in total. The second assignment is an essay of 1,500 words. These will be assessed by the class teachers. Students are expected to give class presentations.
Indicative reading: Recommended reading: M Hogg & G Vaughan, Social Psychology, 7th edn, Prentice Hall, 2014; C.A. Sanderson, Social Psychology, Wiley, 2009; M Hewstone, W. Stroebe, K. Jonas. An introduction to Social Psychology, 5th edn. BPS Blackwell 2012; E R Smith & D M Mackie, Social Psychology, 3rd edn, Taylor & Francis, 2007; D. Matsumoto & L. Juang, Culture & Psychology, 5th edn, Thomson Wadsworth 2013; L. Steg, A.P. Buunk, T. Rothengatter, Applied Social Psychology: Understanding and managing social problems, CUP, 2008. Additional references and a synopsis of lectures and class topics will be made available online in early September, and will also be distributed in the first lecture of the series.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
The exam will consist of four short answer and two essay questions.

PS110 Not available in 2017/18
Foundations of Psychological Science

This information is for the 2017/18 session.

Teacher responsible: Dr Michael Muthukrishna QUE 3.15
Availability: This course is available to all first and second year undergraduates who are permitted to take an outside option as part of their programme. This course is available to General Course students.
This course will offer students and understanding of how psychology relates to and informs other disciplines concerned with humans and human behaviour. The course is therefore suitable to students enrolled in other programmes who wish to enrich their understanding by drawing on the psychological sciences.
Pre-requisites: None
Course content: This course provides an introduction to human cognition and behaviour, addressing foundational topics in psychological science. These foundational topics include key concepts such as evolution, genetics, neuroscience, human evolutionary biology and anthropology, and specific topics, such as perception, memory, heuristics and biases, decision-making, child development, psychopathology, personality and individual differences, emotion, attraction and sexuality, cross-cultural differences, social relations, stereotypes and prejudice, norms and attitudes, social learning, social influence and persuasion, and group processes.
The course will offer an integrated perspective on these topics, investigating the evolution and variation in human psychology over time, across cultures, and over the lifespan. The course will introduce the history of the study of humans and human psychology, offering students the historical context to trends in research. By the end of the course, students will have a broad knowledge of key topics in psychology and related disciplines. Students will be prepared for more in-depth investigations of more advanced topics in later courses.
Students will also understand how psychology relates to and

informs other disciplines concerned with humans and human behaviour. The course is therefore suitable to students enrolled in other programmes who wish to enrich their understanding by drawing on the psychological sciences.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
There will be a Reading Week in Week 6 of MT and LT.
Formative coursework: Students will be expected to produce 2 essays and 6 quizzes in the MT and LT.
In order to assess student performance and practice for the summative assessments, students will:
1. Write 2 mini-essays, one prior to each summative blog post.
2. Six pop quizzes of around 10 items will be given to students over the course of the year to help both the lecturer and students assess their progress. These quizzes will probably be administered via Moodle and will be administered quickly at the beginning of a lecture.
Indicative reading: Primary Text: Gray, P. O., & Bjorklund, D. F. (2014). Psychology (7th ed.): Worth Publishers.
Secondary Text: Henrich, J. (2016). The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter. Princeton, NJ: Princeton University Press.
Other Texts and Readings:
Laland, K. N., & Brown, G. (2011). Sense and nonsense: Evolutionary perspectives on human behaviour: Oxford University Press. Heine, S. J. (2015). Cultural Psychology: W. W. Norton. Wilkinson, N., & Klaes, M. (2012). An Introduction to Behavioral Economics: Palgrave Macmillan. Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? Behavioral and Brain Sciences, 33(2-3), 61-83. Chudek, M., Muthukrishna, M., & Henrich, J. (2015). Cultural Evolution. In D. M. Buss (Ed.), The Handbook of Evolutionary Psychology (2nd ed., Vol. 2). Hoboken, NJ: John Wiley and Sons. Muthukrishna, M., & Henrich, J. (2016). Innovation in the collective brain. Philosophical Transactions of the Royal Society of London B: Biological Sciences, 371(1690). doi:10.1098/rstb.2015.0192. Students will be expected to read one additional reading from the primary literature per class. These readings will be provided in the course profile.
Assessment: Exam (40%, duration: 3 hours) in the main exam period.
Other (40%) and other (20%) in the MT and LT.
Students will write two media/blog posts that summarise a key finding in psychology. This will result in more engagement, communication and summarizing of research as well as encouraging them to seek out new findings in the psychological and behavioural science, finding ways to connect these to the real world.
Students will create or edit a Wikipedia or Simple Wikipedia entry on a topic in psychology that is either incorrect, badly described, or missing. This will teach students critical thinking skills, not to take information at face value, and how to communicate research to a smart audience looking for both an overview and details.
The final exam will consist of multiple choice questions plus a short answer section.

SA100
The Foundations of Social Policy

This information is for the 2017/18 session.

Teacher responsible: Dr Stephen Mangen OLD 2.62 and Dr Isabel Shutes OLD 2.58
Availability: This course is compulsory on the BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Places on this course are limited to 45 and priority is given to Social Policy students in the first instance. If places remain available once Social Policy students have been accommodated, they will be offered on a first come first served basis to students from outside the department. If you would like to take SA100 as an outside option, please contact the Undergraduate Programme Manager who will be able to advise you on availability (contact details available on the Social Policy web pages).
This course is not available to third year students.
Course content: The course examines the nature of social provision in different fields of social policy and for different groups of people. This work is contextualised by reference to changes in the role of the state and other providers of welfare, and changes in ideas and key concepts.
The first half of the course examines the development and restructuring of the welfare state in historical context; key perspectives on welfare; key concepts, such as human needs and social rights; and the organisation of social welfare provision, including the governance and financing of welfare. The second half of the course extends this learning to examine the nature of social provision in different areas of social policy, such as social security, employment, education, housing, health and social care, and for different groups of people. If focuses on the changing roles and relations between the state, market, voluntary sector, family and individual, and concludes by examining how the welfare state has changed since the 2008 economic crisis and the effects for different social groups.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Additional classes in the reading week (Week 6) to provide support with coursework.
Formative coursework: Students are expected to submit three pieces of written work (one in MT and two in LT), and to read for and prepare contributions to class discussion each week.
Indicative reading: P Alcock, T Haux, M May & S Wright (Eds), The Student's Companion To Social Policy, 5th edn, 2016; J Baldock, N Manning, S Vickerstaff and L Mitton (Eds), Social Policy, 4th edn, 2011; H Dean, Social Policy, Short Introductions, 2nd edn, 2012; C Pierson, F G Castles & I Naumann (Eds), The Welfare State Reader, 3rd edn, 2014; M Daly, Welfare, 2011. These are introductory texts; a full reading list will be provided in the first lecture of MT.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA101
Sociology and Social Policy

This information is for the 2017/18 session.

Teacher responsible: Professor Lucinda Platt OLD 2.25
Availability: This course is compulsory on the BSc in Social Policy and BSc in Social Policy and Sociology. This course is available on the BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Course content: This course introduces students to sociological ideas and thinking and how they link to key social policy issues. The course is organised around six major social policy concerns : gender inequalities; educational opportunity and inequality; class mobility and stratification; social networks and social segregation; neighbourhood deprivation and housing; ethnic and racial inequalities. These are related to key classical and contemporary theoretical perspectives and concepts that have been used to describe and explain them, such as occupational segregation, discrimination, cultural and social capital, institutions, socialisation, identity and belonging, and intergenerational transmission of status, values and resources.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Formative coursework: One essay in the Michaelmas term.
Indicative reading: The course will draw on three core texts, as

well as academic journal articles: David Grusky, D. and Szelenyi, S. (Eds.) 2011 The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender. 2nd Edition. Westview Press; Oxford University Press; Payne, G. (ed.) Social Divisions. Third Edition. Palgrave Macmillan; and Platt, L. 2011 Understanding Inequalities: Stratification and Difference. Polity Press. For those unfamiliar without a background in Sociology, the following text provides useful background: Fulcher, J. and Scott, J. (2011) Sociology, 4th Edition.
Assessment: Exam (75%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Essay (25%, 1500 words) in the LT.

SA104
Social Economics, Politics and Policy

This information is for the 2017/18 session.

Teacher responsible: Dr Kitty Stewart OLD 2.36
Availability: This course is compulsory on the BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Places on this course are limited to 45 and priority is given to Social Policy students in the first instance. If places remain available once Social Policy students have been accommodated, they will be offered on a first come first served basis to students from outside the Department. If you would like to take SA104 as an outside option, please contact the Undergraduate Programme Manager who will be able to advise you on availability (contact details available on the Social Policy web pages).
This course is not available to third year students.
Pre-requisites: No prior knowledge of economics is required.
Course content: This course provides an introduction to the economics of social policy and the economics of the income distribution. The course begins by introducing basic economic concepts and principles and discussing their application to different social policy areas, including health care, social care, education and housing. Key concepts include supply, demand and elasticities, externalities and market failure, private insurance and social insurance, and quasi-markets. The course goes on to analyse the distribution of household income and the drivers of poverty and inequality, including unemployment, low wages and wage inequality. It covers concepts of human capital and productivity and looks at a range of policy responses, including minimum wage legislation, trade union policy, government economic management, taxation and the social security system. Throughout, the course emphasises the importance of understanding political goals in assessing the effectiveness or justice of economic and social policies, and seeks to encourage students to draw on both theory and empirical evidence in addressing its core questions. The course is taught without mathematics and is designed to be suitable both for students with no prior knowledge of economics and for those who have taken A level.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Four formative essays will be required during the year, and students will be expected to make at least two presentations to the class.
Indicative reading: J Le Grand, C Propper & R Robinson, The Economics of Social Problems, Fourth Edition, Palgrave, 2008; A B Atkinson, N Barr, Economics of the Welfare State, Fifth Edition, OUP 2012; J Le Grand, The Other Invisible Hand Delivering Public Services through Choice and Competition, Princeton, 2007; H Glennerster, Understanding the Finance of Welfare. The Policy Press, 2009; J Hills, Inequality and the State, OUP, 2004; J Hills, Good Times, Bad Times: The Welfare Myth of Them and US, The Policy Pres, 2014; A B Atkinson, Inequality: What Can Be Done? Harvard University Press, 2015.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA201
Research Methods for Social Policy

This information is for the 2017/18 session.

Teacher responsible: Prof Eileen Munro OLD 2.33 and Dr Amanda Sheely OLD.2.52
Availability: This course is compulsory on the BSc in Social Policy, BSc in Social Policy and Criminology, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course aims to give students a comprehensive introduction to methods of social research in social policy.
The design and analysis of social policy research. The nature of social measurement. The concept of statistical inference. Data collection by means of social survey, depth interviews, participant observation and documentary methods. Descriptive and inferential statistics, including bivariate and multivariate techniques. Analysis of data particularly from surveys. The use of computers in data analysis. Ethics and politics of Social Policy Research. Strengths and weaknesses of commonly used research methods. Methods of analysing qualitative data.
Teaching: The course combines two elements:
SA201.2 Research Methods for Social Policy: Professor E Munro
MT Lectures: 10 x 1hr SA201.2. Classes: 10 x 1hr SA201.2.
ST: Revision session 1hr
SA201.1 Data Analysis for Social Policy: Dr A. Sheely
Lectures: 10 x 1hr SA201.1. Classes: 14 x 1hr SA201.1.
MT Lectures: weeks 8, 9, 10, 11 (MT);
LT Lectures: weeks 1, 2, 3, 4, 5, 7 (LT)
MT Classes: weeks 8, 9, 10, 11 (MT);
LT Classes: weeks 1, 2, 3, 4, 5, 7, 8, 9, 10, 11 (LT)
Formative coursework: For the Research Methods class, students submit an essay by the end of the MT from a list of questions relating to their work on the summative project.
For the Data Analysis class, students will use a computer to analyse data, and will be expected to produce summaries and interpretations of their results. Each week of the course, students will be assigned a formative homework assignment.
Indicative reading: Alan Bryman (2012) Social Research Methods, 4th edition Oxford University Press; Alan Acock (2016) A Gentle Introduction to Stata, 5th edition Stata Press; Charles Wheelan (2014) Naked Statistics: Stripping the Dread from the Data W&W Norton & Company, Inc.
Assessment: Project (50%, 5000 words) in the ST.
Essay (50%, 3000 words) in the LT.
The first assignment asks students to apply their learning from the Michaelmas Term to create a research proposal. This proposal will describe the type of study design, sampling strategy, and data collection method that will be used for the summative coursework due in Lent Term. This proposal will also include a critique of 3 research articles in depth, identifying the methods used, their appropriateness to the particular questions being addressed, the sample and measurements used and the validity of the conclusions reached. The The second assignment is designed to illustrate the whole research process albeit on a small scale. In the Michaelmas Term, you will learn about the research process from having an area of interest, focusing on a specific research question relating to the gender wage gap, and collecting evidence to help you answer that question. In the classes, you will work in small groups to prepare a semi-structured survey instrument that you will each then administer to 4 adults in your life. There will be variation in the specific research question chosen by each small

group in relation to the broader issue of the gender wage gap but the instrument will also contain some closed questions common to all the instruments. This will produce both qualitative data and quantitative data. The assignment will include the analysis and discussion of both sets of data.

SA204
Education Policy

This information is for the 2017/18 session.

Teacher responsible: Prof Anne West OLD.2.30
Availability: This course is available on the BSc in Social Policy, BSc in Social Policy and Criminology, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course provides an introduction to the main issues in educational policy. It draws on interdisciplinary research literature and focuses on contemporary Britain although there is a comparative and international component. The course aims to show how major concepts in social policy can be applied to the study of education, for example, inequality, social justice and distribution of resources. The course focuses on broad issues of educational policy, including the 1944 Education Act, the 1988 Education Reform Act, the 1998 School Standards and Framework Act and the 2010 Academies Act. It also explores specific issues that have implications for equality of opportunity, equity and social justice: social class, ethnicity/ 'race' and gender, special educational needs/disability and financing education across different phases of education – early years, schools and higher education.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: One formative essay in MT and one formative essay in LT.
Indicative reading: Some introductory texts are recommended: R Aldrich, A Century of Education, 2002; C.Chitty, Education Policy in Britain, 2009; H. Lauder et al (eds) Education, Globalization and Social Change, 2006. A comprehensive bibliography will be provided.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA217
Psychology of Crime and Criminal Justice

This information is for the 2017/18 session.

Teacher responsible: Dr Michael Shiner OLD.2.34
Availability: This course is available on the BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course examines the contribution that psychology has made to our understanding of crime and criminal justice. It explores what psychological theory and research have to tell us about the causes of crime and the ways in which we respond to such behaviour.
Particular attention is paid to the development of individual criminality and criminal careers; drug and alcohol related crime; varieties of criminal behaviour including violence, sexual crime and stalking; mental disorder and crime; victims and victimisation; public attitudes towards punishment; public confidence in the criminal justice system; prejudice and discrimination; organisational dynamics and institutional change; offender profiling and criminal investigation; eye witness testimony and legal decision making; rehabilitation and imprisonment.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
There will be a reading week in the MT and LT. In addition one revision class will take place in the ST.
Formative coursework: One essay per term (MT and LT) will be required.
Indicative reading: J.R. Adler and J.M.Gray, *Forensic Psychology: Concepts, Debates and Practice*, 2010; PB Ainsworth, *Psychology and Crime: Myths and* Reality, 2000; J.Brown and E.Campbell, *The Cambridge Handbook of Forensic Psychology*, 2010; C.R. Hollin, *Psychology and Crime: An Introduction to Criminological Psychology*, 2013; J McGuire, *Understanding Psychology and Crime*, 2004 F. Pakes and J. Winstone, *Psychology and Crime: Understanding and Tackling Offending Behaviour*, 2007.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA218 Not available in 2017/18
Criminological Perspectives

This information is for the 2017/18 session.

Teacher responsible: Dr Leonidas Cheliotis, OLD M.22
Availability: This course is compulsory on the BSc in Social Policy and Criminology. This course is available on the BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course critically analyses the key features of a broad range of theories developed to explain patterns of social order in society and to illuminate the nature of the 'crime problem'. It will additionally consider the theories of punishment from the late eighteenth century to the present day.
Teaching: 10 hours of lectures and 9 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.
In Weeks 6 of MT and LT there will be a reading week.
Formative coursework: Two essays will be required. Students will be expected to do the reading associated with the classes and may be asked to give one presentation per term.
Indicative reading: Newburn, T (2012) Criminology, London: Routledge, 2nd ed; Newburn, T. (2009) Key Readings in Criminology; McLaughlin, E. et al (2012), Criminological Perspectives; Tierney, J (2009) Criminology: Theory and Context; Burke, R H (2013) An Introduction to Criminological Theory; Downes, D and Rock, P (2011) Understanding Deviance; Maguire, M, Morgan, R and Reiner, R (2012) The Oxford Handbook of Criminology, 2012, 5th ed; McLaughlin, E and Newburn, T (2013) Sage Handbook of Criminological Theory.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA219
Comparative and International Social Policy

This information is for the 2017/18 session.

Teacher responsible: Dr Timo Fleckenstein OLD.2.60
Availability: This course is compulsory on the BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
Pre-requisites: This course is available to students on other degrees who have completed Foundations of Social Policy (SA100).

Course content: The course introduces the comparative method in social policy research as well as the main analytical approaches to understanding social policy developments. It provides an overview of social policies in different areas of the world and enables students to identify global pressures on national policy environments. The course also examines the impact of key international and supranational institutions on social policy-making. It investigates the welfare and work nexus from a comparative perspective.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students are expected to submit one piece of non-assessed written work and are expected to read for and prepare contributions to class discussion each week.
Indicative reading: K Armingeon & G Bonoli (Eds), The Politics of Post-Industrial Welfare States (2006); F Castles, The Future of the Welfare State (2004); J Clasen, Reforming European Welfare States (2004); B Deacon, Global Social Policy and Governance (2007); I Gough & G Wood (Eds), Insecurity and Welfare Regimes in Asia, Africa and Latin America (2004); L Hantrais, Social Policy in the European Union (2007); J Lewis, Work-Family Balance, Gender and Policy (2009); P Taylor-Gooby (Ed), New Risks, New Welfare (2005).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA221
Poverty, Social Exclusion and Social Change

This information is for the 2017/18 session.

Teacher responsible: Professor Amanda Sheely, OLD.2.52
Availability: This course is available on the BSc in Environment and Development, BSc in Social Policy, BSc in Social Policy and Criminology, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course will examine the definition, measurement and causes of poverty and social exclusion in general and analyse selected aspects drawn from the following: social and demographic change, gender and racial inequality, unemployment, worklessness, social security and poverty, area deprivation, educational inequality, and social exclusion.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Formative coursework: A written essay based on a class discussion question will be required from students and each student will be asked to make a short presentation for discussion in class at least once each term.
Indicative reading: A detailed list will be provided at the start of the session. H Dean & L Platt (2016) *Social Advantage and Disadvantage* Oxford University Press; J Hills (2014). Good Times, Bad Times: The Welfare Myth of Them and Us Policy Press; AB Atkinson (2015) *Inequality: What Can Be Done?* Harvard University Press; S.P. Jenkins (2011) *Changing Fortunes: Income Mobility and Poverty Dynamics in Britain* Oxford University Press; T. Shildrick, R. MacDonald, C. Webster, & K Garthwaite (2010). *The Low-Pay, No-Pay Cycle: Understanding Recurrent Poverty* Joseph Rowntree Foundation.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 1500 words) in the ST.

SA223
Health and Social Care Policy

This information is for the 2017/18 session.

Teacher responsible: Prof Martin Knapp COW 4.03
Availability: This course is available on the BSc in Social Policy, BSc in Social Policy and Criminology, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course covers both the foundations of health and social care policy, and how they impact on our everyday lives. It covers the key policy issues in health and social care faced today in the UK, the USA, and in low- and middle-income countries. Comparative health system performance is also included.
In the first term, students will be introduced to the main dimensions of and challenges facing health and social care systems today. These include the concepts of need and demand for health and social care; how to pay for health and social care (the challenges of health insurance, for example); and how to pay providers in ways that incentivise appropriate responses. We will look at health and behaviour (including 'nudge' efforts); models of reform in the delivery of health and social care; and personal responsibility, choice and risk. Inequalities in health and healthcare will be a feature running through many topics.
In the second term, we will move on to look at a number of specific areas. These will include: mental health policy; child protection and health; the successes and challenges associated with ageing populations; pharmaceuticals policy; prevention and public health; and economic evaluation. There will also be a focus on the issues and challenges of health and social care policy in low- and middle-income country contexts.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: One essay of 1000 words (excluding references).
Indicative reading: There is no course textbook. A list of selected texts and readings will be included in the reading list which will be provided at the start of the term. E. Mossialos, A. Dixon, J. Figueras and J. Kutzin (2002) Funding health care: options for Europe. Buckingham, Open University Press. World Health Organization (2000) The World Health Report 2000: health systems - improving performance. Geneva, World Health Organization. Fernandez JL, Forder J, Knapp M (2011) Long-term care, in Smith P, Glied S (editors) The Oxford Handbook of Health Economics, Oxford University Press, Oxford, pages 578-601. Commonwealth Fund (2014) Mirror, Mirror on the Wall, 2014 Update: How the U.S. Health Care System Compares Internationally. Washington DC: Commonwealth Fund. Marmot M et al (2010) Fair Society, Healthy Lives (The Marmot Review), London: UCL. Behavioural Insights Team (2010) Applying Behavioural Insight to Health. London: Cabinet Office. Knapp M, Iemmi V (2016) Mental health. In Scheffler R (ed.) Global Handbook of Health Economics. World Scientific Press, forthcoming. Le Grand J (2007) The Other Invisible Hand: delivering public services through choice and competition. Princeton, NJ, Princeton University Press.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA224 Not available in 2017/18
Introduction to Global Population Change

This information is for the 2017/18 session.

Teacher responsible: Dr Tiziana Leone OLD2.56
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Environment and Development, BSc in Social Policy, BSc in Social Policy and Criminology, BSc in

Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is also an option for third year students in social policy and outside the department, where the regulations permit.
Pre-requisites: As a general introduction to Population Studies, it assumes no previous knowledge of the subject.
Course content: The course is concerned with inter-relationships between the population characteristics of a society (fertility, mortality and migration) and their economic and social context. Both the causes of population change and their consequences are examined. The approach of the course is comparative across time and space: it covers population issues across the developed and developing world, and examines trends over time in both regions. The course will address key global debates which include: is population growth sustainable; what is the relationship between population size and available resources; what are the social, biological and economic influences on population growth rates, especially the role of famine, disease and war. What role have family planning programmes in decreasing population size; is ageing a threat. A wide range of topics is covered, including the demographic and health transitions; HIV/AIDS; fertility decline; the changing characteristics of the family; global trends in population ageing and their social and economic consequences for the elderly; theories and trends in migration; urbanisation.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour and 30 minutes of lectures and 1 hour of classes in the ST.
Formative coursework: Students are expected to prepare at least one class presentation per term and complete two mock exams (one in each of LT and ST).
Indicative reading: Detailed reading lists are provided at the beginning of each term. Key overview texts include: M Livi-Bacci, A Concise History of World Population; H Jones, Population Geography; E A Wrigley, Population and History; W Lutz, The Future Population of the World.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA302 Not available in 2017/18
Assessing Social Progress

This information is for the 2017/18 session.

Teacher responsible: Prof Stephen Jenkins OLD2.29
Availability: This course is available on the BSc in Social Policy, BSc in Social Policy and Criminology, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Demonstrated familiarity with research methods to at least the level of SA201 (Research Methods for Social Policy) or equivalent.
Course content: The course aims to facilitate student understanding of key issues in assessing social progress. 'Assessing' is shorthand for developing a critical understanding of the relevant concepts and their policy relevance, practical issues associated with data collection and monitoring, and the policy implications of different findings. 'Social progress' is shorthand for 'are we getting better off'? There are many potential benchmarks that could be used for answering this question: comparisons with the past, with other countries, or with some absolute standards (e.g. meeting some basic needs). And at the personal level, one might compare one's self relative to other people within your 'society'. There are multiple domains that are relevant too: ranging from conventional summary measures such as income to life satisfaction and happiness, employment, health, housing and education. Much information about 'social progress' already incorporated in official statistics (from national and international agencies), and in more specialist academic analysis. But other interpretations of what social progress exist and are not routinely incorporated in existing monitoring exercises, and some say they should be. The course aims to reflect this diversity – to critically analyse both existing approaches and others that have been proposed. The course starts with relatively conventional approaches to assessment including macroeconomic indicators such as GDP and cross-national comparisons, income and work, and then considers newer approaches and related measures. The course also considers progress in several specific life domains. For each of the topics considered, the course addresses a specific question relating to social progress. In providing answers to the question, the course considers, from a critical perspective, relevant analytical approaches, data sources and empirical findings, and also discusses policy implications.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.
Formative coursework: Two formative essays (one in MT and one in LT).
Indicative reading: Atkinson, A. B. (1995). *The Economics of Inequality*, 2nd edition. Oxford: Clarendon Press. Cribb, J., Hood, A., Joyce, R., and Phillips, D. (2013). *Living Standards, Poverty and Inequality in the UK: 2013.* Report R81. London: Institute for Fiscal Studies. http://www.ifs.org.uk/comms/r81.pdf. OECD (2013). *How's Life? Measuring Well-Being*. Paris: OECD. Available as e-book to LSE members via LSE Library Catalogue. http://www.oecd-ilibrary.org.gate2.library.lse.ac.uk/economics/how-s-life_23089679. See also 2011 edition. Next edition due October 2015. ONS (2011) *Measuring National Well-Being: Measuring What Matters*. http://www.ons.gov.uk/ons/guide-method/user-guidance/well-being/index.html. Stiglitz, J. E., Sen, A. K., and Fitoussi, J.-P. (2009). *Report by the Commission on the Measurement of Economic Performance and Social Progress*. Download the report from the link under the 'European Commission' heading at http://ec.europa.eu/eurostat/c/portal/layout?p_l_id=118054&p_v_l_s_g_id=0
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2000 words) in the ST.

SA303 Half Unit
Sexuality, Everyday Lives and Social Policy in Developing Countries

This information is for the 2017/18 session.

Teacher responsible: Dr Muzafferettin Seckinelgin OLD 2.57 and Dr Timothy Hildebrandt OLD 2.55
Availability: This course is available on the BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course requires a minimum of 12 students in order for the course to run.
Course content: This course aims to analyse and understand the way social policies deploy sexuality categories in regulating everyday life in developing countries, both in its public and private manifestations Sexuality is a central part of human experience. Institutions created to deal with human life/wellbeing have considered sexuality as one of the reference points from which to regulate social relations. Perceptions on sexuality are formed in the intersection of socio-political, historical processes and everyday practises in particular societies. Particular perceptions of sexuality in turn influence the way people negotiate access to resources to address their well-being. In some central areas of social policy sexuality is used as one of the sorting mechanisms (in addition to gender, race among various other categories) to establish entitlements for resources (social, political and

economic). In this regard social policy is both informed by perceptions on sexuality and in turn social policy acts as a mechanism of social reproduction of these perspectives impacting people's lives. And while globally high profile cases and rights abuses related to sexuality are important, a narrow global policy focus on these overlooks how more embedded and diverse social policy practices related to sexuality are impacting people's lives in many developing countries. This course aims to explore sexuality and its importance for social policy for developing countries. It aims to consider social policy and particular interventions in their historical contexts, as a way of unpacking the construction of sexuality in the intersection of colonialism, gender, race, class and international policy frameworks in developing countries. The course also aims to interrogate the relationship between particular social policy prescriptions developed in most industrialized welfare societies and the way some of these are transferred to developing countries. The major concern of the analysis is to bring out the perceptions of sexuality that underwrite these policies and how these interact with existing perceptions of sexualities and their performances (identities, desires and bodily practices) in multiple developing country contexts. These policy areas include, among others, discussions of rights, entitlements, citizenship, same-sex marriage, sexually transmitted disease, HIV/AIDS, family policies, migration/border controls, criminality and employment-related policies.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. The lectures for this course 10 X 60 min lecture will be joint lectures with MSc students who are taking SA4K2 as an option course. There will be a designated UG seminar for UG students 10 x 60 mins seminars in LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Aggleton, P., Boyce, P. and Moore, H. (2012) Understanding Global Sexualities: New Frontiers. London: Routledge; Butler, J. (1990) Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge; Canaday, M. (2009) The Straight State: Sexuality and Citizenship. Princeton university Press; Cornwall, A., Corrêa, S. and Jolly, S. (2008) Development with a Body: Sexuality, Human Rights and Development. London: Zed Book; Correa, S., Petchesky, R. and Parker, R. (2008) Sexuality, Health and Human Rights. London: Routledge; De La Dehesa, R. (2012) Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies. Duke University Press; Reid, G. and Walker, L. (2005) Men Behaving Differently: South African Men since 1994. Doubleday books; Richey, L. A. (2008) Population Politics and Development: From the policies to the Clinics. London: Palgrave; Stoler, A. L. (2002) Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule. University of California Press; Tamale, S. (2011) African Sexualities: A Reader. Pambazuka Press. Additional readings for each week are available on Moodle.
Assessment: Policy memo (100%).

SA309
Crime Control: Ideas and Controversies

This information is for the 2017/18 session.

Teacher responsible: Dr. Leonidas Cheliotis, OLD.2.51
Availability: This course is compulsory on the BSc in Social Policy and Criminology. This course is available on the BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The purpose of the course is to provide students with an understanding of, and critical perspective on, key debates in contemporary crime control policy. The course examines the emergent features of current responses to problems of crime and social order, focusing in particular on issues such as: policing and security; crime prevention and surveillance; youth, crime and control; and punishment. Attention is given to both historical and comparative perspectives, as well as to the methodological issues associated with the empirical study of crime control, together with analyses of developments in current government policy.
Teaching: Lectures x 20; Classes x 19, MT and LT, plus one revision class (ST).
Formative coursework: One essay per term (MT and LT) will be required.
Indicative reading: The three primary texts for the course are: M Maguire, R Morgan and R Reiner, The Oxford Handbook of Criminology, 6th ed, 2017; and, T Newburn, Criminology, 3rd ed, 2017, and R. King and E. Wincup, Doing Research on Crime and Justice 2nd ed, 2010. In addition, students might wish to consult: D Garland, The Culture of Control: Crime and Social Order in Contemporary Society, 2001; T Newburn, Handbook of Policing, 2008; N Tilley, Handbook of Crime Prevention and Community Safety, 2005; D Gilling, Crime Reduction and Community Safety: Labour and the Politics of Local Crime Control, 2008; J Muncie, Youth and Crime, 2009; W Taylor, R Earle and R Hester, Youth Justice Handbook: Theory, Policy and Practice, 2010; and D. Gadd et al., The Sage Handbook of Criminological Research Methods, 2012.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SA349
Dissertation

This information is for the 2017/18 session.

Teacher responsible: Departmental Tutor, Department of Social Policy.
Availability: This course is compulsory on the BSc in Social Policy, BSc in Social Policy and Criminology, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.
This course is compulsory on the BSc in Social Policy, BSc in Social Policy and Criminology, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.
Course content: A dissertation of no more than 8,000 words on a topic to be approved by the candidate's Academic Advisor. It is designed to allow a detailed and thorough exploration of an area of interest to the student. The dissertation should be on a topic area within the field of the degree programme; it may involve original fieldwork, or the analysis and appraisal of existing literature.
Teaching: 6 hours of classes in the MT. 4 hours of classes in the LT.
Students will be allocated an Academic Adviser who will supervise their dissertation.
Formative coursework: Students taking this course are required to agree their dissertation title with their Academic Advisor and submit it to the Departmental Tutor no later than Friday 1st December 2017.
Indicative reading: Students will be expected to draw extensively from the reading they have undertaken throughout their programme of study. Advised reading: H Dean, 'Doing projects in social policy', in P Alcock, et al (Eds) The Student's Companion to Social Policy, Fourth Edition, Blackwell, 2012.
Assessment: Essay (100%, 8000 words) in the ST.
Submission is due on the first week of ST - full deadline details will be confirmed to all candidates. Precise details on format and presentation will be issued by the Department.

SO100
Social Theory

This information is for the 2017/18 session.

Teacher responsible: Prof Chetan Bhatt STC.S107 and Dr Monika Krause STC.S114
Availability: This course is compulsory on the BSc in Sociology. This course is available on the BSc in International Relations, BSc in Politics and International Relations and BSc in Social Policy and Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course aims to introduce students to sociological theory by examining the work and ideas of normally eight key thinkers in social thought. For each thinker, the course will provide an overview of their contribution to the discipline of sociology, examine in detail one or more of their important texts, and also consider how their analysis could be applied to contemporary social issues.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Reading weeks: week 6 MT and week 6 LT.
Formative coursework: Four 2,000 word formative essays or their equivalent (two in MT; two in LT), for feedback from class teachers.
Indicative reading: A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby, *The Problem of Sociology*; Z Bauman, *Thinking Sociologically*; S Bruce, *Sociology: A Very Short Introduction.*
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
Attendance at all classes and submission of all set coursework is required.

SO102
Statistics in Society

This information is for the 2017/18 session.

Teacher responsible: Professor Fran Tonkiss STC.S205
Availability: This course is compulsory on the BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course explores how numbers are deployed in social settings, and how they are used in sociology to construct and challenge our understanding of the social world. The first part of the course (taught by Fabien Accominotti) introduces students to the importance of quantification in modern societies, familiarizes them with the main instruments for the collection of quantitative data, and provides them with an overview of the methods used to treat such data in contemporary sociology. We cover both descriptive and explanatory methods, and we reflect on the vision of the social world implicitly associated with each of the methods we encounter. In the second part (taught by Jouni Kuha) students start learning basic descriptive skills of quantitative data analysis, notably how to download large data sets, how to manipulate variables and carry out descriptive statistical analyses with statistical software Stata, and how to present statistical information in tabular and graphical form.
Teaching: 10 hours of lectures, 5 hours of seminars and 10 hours of classes in the MT. 10 hours of lectures, 5 hours of seminars and 10 hours of classes in the LT. 1 hour of lectures and 1 hour of classes in the ST.
Reading weeks: week 6 MT and week 6 LT.
Formative coursework: One 2000 word essay asking students to reflect on the changing use of quantitative data in social scientific research.
Two practical exercises demonstrating basic knowledge of data processing and descriptive statistical analysis using statistical software.
Indicative reading: Gould, Stephen Jay. 1981. The Mismeasure of Man. New York: Norton. Desrosières, Alain. 2002. The Politics of Large Numbers: A History of Statistical Reasoning. Cambridge: Harvard University Press. Savage, Mike, and Roger Burrows. 2007. "The Coming Crisis of Empirical Sociology", Sociology 41: 885-898. Wasserman, Stanley, et Katherine Faust. 1994. Social Network Analysis: Methods and Applications. Cambridge: Cambridge University Press. Salganik, Matthew J., Peter S. Dodds, and Duncan J. Watts. 2006. "Experimental Study of Inequality and Unpredictability in an Artificial Cultural Market", Science 311: 854–856. Gelman, Andrew, and Jennifer Hill. 2006. Data Analysis Using Regression and Multilevel/Hierarchical Models. Cambridge: Cambridge University Press. Catherine Marsh and Jane Elliot (2008): Exploring Data (2nd ed.)
Assessment: Exam (50%, duration: 3 hours) in the main exam period.
Essay (50%, 3000 words) in the ST.
Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO110
Power, Inequality, and Difference: Contemporary Themes in Sociology

This information is for the 2017/18 session.

Teacher responsible: Professor Fran Tonkiss STC.S205
Availability: This course is compulsory on the BSc in Sociology. This course is available on the BSc in Social Policy and BSc in Social Policy and Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course provides an introduction to critical areas of theory and analysis in contemporary sociology. Students will gain an understanding of leading-edge research and debates within the discipline, and of how sociology engages with key real-world problems. The sociological issues covered in the course centre on the ways in which power relations, social and economic inequalities, forms of identity and difference are shaped in contemporary societies – focusing on both formal political and socio-economic structures and everyday experiences and identities. . These issues include: class, capitals and social mobility; race, ethnicity and multi-culturalism; politics and the nation-state, social movements and social conflict; gender, sexuality and the body.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 4 hours of classes in the ST.
Reading weeks: week 6 (MT) and week 6 (LT)
Formative coursework: Two formative essays in MT, one formative essay in LT.
Indicative reading: M. Savage, Social Class in the 21st Century (2015); B. Skeggs, Formations of Class and Gender (1997); L Back and J Solomos (Eds), Theories of Race and Racism: A Reader (2000); A Gutmann (Ed), Multiculturalism: Examining the Poliitcs of Recognition (1994); B Anderson, Imagined Communities (1983); E Gellner, Nations and Nationalism (1983); M. Flinders, Defending Politics: Why Democracy Matters in the Twenty-First Century (2012); S Jackson & S Scott (Eds), Gender: A Sociological Reader (2002); K Woodward (Ed), Questioning Identity: Gender, Class and Ethnicity (2004); G Bhattacharyya Sexuality and Society (2002); D Bell and J Binnie, The Sexual Citizen: Queer Politics and Beyond (2000).
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (30%, 3000 words) in the ST.

Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Tuesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Attendance at all classes is required and submission of all set coursework is compulsory

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SO201
Key Issues in Sociological Analysis

This information is for the 2017/18 session.

Teacher responsible: Dr Rebecca Elliott STC S211
Availability: This course is compulsory on the BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course engages key sociological issues through the critical reading of theoretically informed empirical research studies. The course examines the connections between theoretical arguments and the practice of social enquiry and analysis. The course is comprised of four blocks, each focused on a topic (e.g. culture, religion, bodies, migration, nature, economy, cities) and taught by a member of the LSE sociology faculty. Students will read a combination of foundational social theory texts and contemporary research studies.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.
Reading weeks: week 6 MT and week 6 LT.
Formative coursework: One coursework submission each term is a course requirement.
Indicative reading: There is no set textbook for this course - each week's teaching is based on the critical reading of key texts.
Assessment: Exam (50%, duration: 3 hours) in the main exam period.
Essay (50%, 3500 words) in the LT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the submission day. The essay is due by the fourth Thursday of Lent Term. An additional copy of the essay is to be uploaded to Moodle no later than 18:00 on the same day it is due.
Attendance at all classes and submission of all set coursework is required.

SO203
Political Sociology

This information is for the 2017/18 session.

Teacher responsible: Dr Robin Archer, STC.S114a
Availability: This course is available on the BSc in Accounting and Finance, BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: Political Sociology concerns the way in which political and social factors interact to produce the societies in which we live. This course aims to discuss some central empirical and theoretical questions in the field. The course begins by examining classic comparative debates about the relationship between the development of the state and democracy on the one hand, and the rise of capitalism and liberalism on the other. We will then examine the impact that social cleavages have on parties, elections and other political institutions in a number of different countries. We will examine the strength and political impact of both labour movements and other important social movements. And we will examine why similar countries can develop very different social and economic policies. In addition we will examine some of the founding writings of Marx, Weber and Tocqueville and critically assess the use of political concepts. Throughout the course we will consider some of the main theoretical approaches that are used in the study of political sociology.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 4 hours of lectures and 4 hours of classes in the ST.
Reading weeks: week 6 MT and week 6 LT.
Formative coursework: At least one class presentation and a termly paper in both MT and LT.
Indicative reading: R Dalton, Citizen Politics, 5th edn; G Esping-Andersen, The Three Worlds of Welfare Capitalism; E. Gellner, Nations and Nationalism; A Giddens, Capitalism and Modern Social Theory; R Inglehart, Culture Shift in Advanced Industrial Society; J Manza & C Brooks, Social Cleavages and Political Change; F. Piven and R. Cloward, Poor People's Movements; D. Rueschemeyer et al, Capitalist Development and Democracy; T Skocpol, States and Social Revolutions; S Tarrow, Power in Movement.
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (30%, 2500 words) in the ST.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Thursday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Attendance at all classes and submission of all set coursework is required.

SO208
Gender and Society

This information is for the 2017/18 session.

Teacher responsible: Dr Martina Klett Davies STC.S105
Availability: This course is available on the BSc in Management, BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course will explore the meaning of gender in contemporary society. It considers gendered relations of power and the articulation of gender with other kinds of social difference such as 'race', class and sexuality. A variety of theoretical perspectives will be applied to a number of substantive issues of contemporary concern.
Indicative topics are: gender and sexuality; the body; families; employment; violence; nation and citizenship; multiculturalism; reproductive technologies; globalisation; sex work; representation; body modification.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 4 hours of classes in the ST.
Reading weeks: week 6 (MT) and week 6 (LT)
Formative coursework: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.
Indicative reading: S Jackson & S Scott (Eds), *Gender, London and New York*: Routledge, 2000; H Mirza (Ed), *Black British Feminism: A Reader*, London and New York: Routledge, 1997; R. Parker and P. Aggleton (eds.) *Culture, Society and Sexuality: A Reader* (2nd edn), 2007; D Bell & J Binnie, *The Sexual Citizen: Queer Politics and Beyond, London: Polity*, 2001; P Abbott & C Wallace, *An Introduction to Sociology: Feminist Perspectives* (3rd edn), 2005; R W Connell, *Gender and Power*, 1987; Littlewood, B *Feminist Perspectives on Sociology*. Essex: Pearson Education. 2005; I Grewal & K Caplan (Eds), *An Introduction to Women's Studies: Gender in a Transnational World*; M Mac an Ghaill, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; J M Alexander & C T Mohanty (Eds), *Feminist Genealogies, Colonial Legacies,*

Democratic Futures, London & New York: Routledge, 1997; Essed et al, *A Companion to Gender Studies*, 2005; C Wright & G Jagger (Eds), *Changing Family Values*, London & New York, 1999
A more detailed reading list will be provided at the beginning of the course.
Assessment: Take home exam (100%) in the ST.
Attendance at all classes and submission of all set coursework is required

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SO210
Crime, Deviance and Control

This information is for the 2017/18 session.

Teacher responsible: Dr Janet Foster
Availability: This course is available on the BSc in Social Policy and Sociology and BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course encourages students to think about and debate some of the major issues in Criminology. We explore the social construction of crime and deviance; the different sources of information about them; key factors that shape patterns, perspectives and experiences of crime and deviance, including social class, gender, ethnicity and the media; and different Criminological theories that have been used to explain crime and deviance. We also explore elements of social control including policing and prisons.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 13 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
All students are timetabled so that they are able to attend a 1 hour lecture in MT and LT and 1 hour weekly seminars in MT and LT. There are 2 hours of classes in the ST.
Formative coursework: Students are required to complete two formative essays – one in MT and one in LT
Indicative reading: There is no set text for this course, and a full reading list is provided at the first class. The following is useful introductory reading that includes topics covered on the course: Carrabine E et al (2008) Criminology: A Sociological Perspective; Downes, D & Rock, P (2011, 4th Edition) Understanding Deviance; Maguire, M et al, (2007, 4th Edition) The Oxford Handbook of Criminology, Tierney, J (2010, 3rd Edition) Criminology: Theory and Context; Walklate, S (2011) Criminology: The Basics.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
Attendance at all classes and submission of all set coursework is required.

SO221
Researching London: Methods for Social Research

This information is for the 2017/18 session.

Teacher responsible: Dr Ioanna Gouseti STC.S105a
Availability: This course is compulsory on the BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course will provide students with a first understanding of research design issues and a dynamic introduction to research methods through practical exercises in the context of London's social life.
By the end of the course students will:
- Understand the key role of research design for conducting original empirical social research. In particular, taking into account relevant extant literature, they will develop a research question of their own interest and identify appropriate research method(s) to address it.
- Have engaged with practical research strategies and methods including the design of questionnaires, conducting qualitative interviews, ethnographic observation, and documentary and web based sources in the context of London.
- Have a sense of the urban sociology of London and a first-hand experience of its potential for exploring contemporary social issues.
- Be able to analyse different kinds of data, using quantitative methods, grounded theory, and visual analysis.
- Be able to assess the different methodological strategies employed on the basis of measurement concepts such as reliability, validity and generalizability.
- Understand the ethical issues involved in social research.
- Have developed a research proposal which will inform and strengthen their dissertation design.

Teaching: 25 hours of workshops in the MT. 25 hours of workshops in the LT.
Reading weeks: week 6 MT and week 6 LT.
Formative coursework: There are two pieces of formative assessment which will be marked and on which you will get feedback in the Michaelmas Term (MT).
Indicative reading: A good introductory textbook is Angela Dale and Jennifer Mason, *Understanding Social Research: thinking creatively about method* (2011): see also A Bryman, *Social Research Methods* (4th edn 2012). Other useful textbooks are R H Hoyle, M J Harris & C M Judd, *Research Methods in Social Relations* (7th edn 2002); D A de Vaus, *Surveys in Social Research* (5th edn 2001).
Assessment: Essay (20%, 1500 words) and presentation (30%) in the LT.
Research proposal (50%) in the ST.
Two hard copies of each assessment, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the submission day. The first assessment, a qualitative interview transcript and 1,500 word essay (20%), is due by the first Thursday of Lent Term. The second assessment, a group presentation (15 slides maximum) based on the agreed group survey (30%), will be carried out in Lent Term. Each group presentation will be marked in class by both the course convenor and the group GTAs, who will then discuss and moderate marks after all the group presentations took place. Marks will take into account the work done by each group in the previous six weeks (questionnaire design, survey data collection and data analysis) as well as the clarity of the presentation itself. The third assessment, a 2,000 word research proposal (50%), is due by the second Thursday of Summer Term. An additional copy of each essay is to be uploaded to Moodle no later than 18:00 on the same day each assessment is due. Attendance at all workshops and submission of all set coursework is required.

SO224
The Sociology of Race and Ethnicity

This information is for the 2017/18 session.

Teacher responsible: Dr Antonia Dawes STC.S218
Availability: This course is available on the BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Optional Course for BSc Sociology for 2nd and 3rd years and the Diploma in Sociology.
Course content: The course provides an introduction to theoretical, historical and contemporary debates around race, racism and ethnicity. It firstly explores the main theoretical perspectives which have been used to analyse racial and ethnic relations, in a historical and contemporary framework. It then examines in more detail the areas both theoretical and lived within our contemporary social and political climate where analyses of 'race', racism, culture, belonging and identity are urgently needed, focusing primarily on Britain, Europe and the US. Topics include:

race and ethnicity in historical perspective; race, class and gender multiculturalism; diaspora and hybridity; whiteness; mixed race; race, disease and contamination; race and the senses; race and popular culture; urban multiculture and the street; race, riots and youth culture; community cohesion; Muslim identities; asylum and new migrations; the Far Right and the white working class.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Reading weeks: week 6 (MT) and week 6 (LT)
Formative coursework: Reading logs in addition to formative essay.
Indicative reading: L Back & J Solomos (Eds), Theories of Race and Racism (2nd Edition, Routledge 2009); M Bulmer & J Solomos (Eds), Racism (OUP 1999); M Banton, Racial Theories (CUP 1998), J Solomos & L Back, Racism and Society (Macmillan 1996), R Miles, Racism after Race Relations (Routledge 1993); J Bulmer & J Solomos (Eds), Racial and Ethnic Studies Today (Routledge 1999); H Mirza (Ed), Black British Feminism (Routledge 1997); K Owusu (Ed), Black British Cultural Studies (Routledge 1999); D T Goldberg, Racist Culture (Blackwell 1993); P Gilroy, There Ain't No Black in the Union Jack (Hutchinson 1987); J Donald & A Rattansi (Eds), Race, Culture and Difference (Sage, 1992); J Solomos, Race and Racism in Britain (3rd edn), (Palgrave, 2003); P Hill Collins, Black Feminist Thought (Routledge 1991); CCCS, The Empire Strikes Back (Hutchinson 1982); B Hesse (Ed), Un/Settled Multiculturalisms (Zed 2000); A Sharma, J Hutnyk & A Sharma (Eds), DisOrienting Rhythms (Zed 1996), D T Goldberg (Ed), Multiculturalism: A Critical Reader (Blackwell 1994); D McGhee, The End of Intolerant Britain? (Open University Press 2005); D. McGhee, The End of Multiculturalism? (Open University Press 2008); N Finney & L Simpson, Sleepwalking to Segregation? (Policy Press 2009); P.H. Collins & J. Solomos (eds) Sage Handbook of Race and Ethnic Studies (Sage 2010)
Assessment: Exam (30%, duration: 2 hours) in the main exam period.
Essay (45%, 2000 words) in the ST.
Other (25%) in the LT.
Two hard copies of each assessment of 2000 words, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the submission day. The first assessed literature review is due on the first Thursday of Lent term and the second assessed essay is due by the third Thursday of Summer Term. An additional copy of each assessment is to be uploaded to Moodle no later than 18:00 on the same day each essay is due.
Attendance at all classes and submission of all set coursework is required.

SO230 Not available in 2017/18
Digital Technology, Speed and Culture

This information is for the 2017/18 session.

Teacher responsible: Prof Judy Wajcman S203
Availability: This course is available on the BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: This course aims to give students a detailed understanding of sociologically informed approaches to the social studies of science and technology. It will consider how macro theories of post-industrial society (from Bell to Castells) have conceptualised the role of technology in social change. It will then look at the development of STS as a field that highlights the constitutive role of objects and artefacts in social relations. In other words, it will reflect upon sociology's traditional neglect of the social life of things or materiality. These broad themes will then be elaborated substantively. First, by considering the role of technology in reconfiguring time, speed, space and mobility. Second, by considering power relations and social inequalities embedded in digital technologies, such as the Internet and mobile phones. Third, by treating technology as a culture that shapes gender identities, such as those that find expression in the virtuality of cyberspace. The course will draw on examples from a variety of domains including information and communication technologies, robotics, cyborgs, sex, and weapons.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students will be expected to prepare one essay per term of 1500 – 2000 words and at least one presentation per term.
Indicative reading: Hackett, E. et al (2008) The Handbook of Science and Technology Studies (MIT Press). MacKenzie, D. and Wajcman J. (1999) The Social Shaping of Technology (MIT Press). Suchman, L. (2007) Human-Machine Configurations (CUP). Turkle, S. (2011) Alone Together (Basic Books). Wajcman, J. (2004) TechnoFeminism (Polity Press). Zittrain, J. (2008) The Future of the Internet (Allen Lane)
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (30%, 2000 words) in the ST.
Attendance at all classes and submission of all set coursework is required.
Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Wednesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO231 Half Unit
Knowledge, Power, and Social Change

This information is for the 2017/18 session.

Teacher responsible: Dr Leon Wansleben STC208
Availability: This course is available on the BSc in Social Policy and Sociology and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The aims of the course are threefold: First, the course will provide an introduction to how key sociological theories reflect upon the nature of knowledge in society; it will thereby strongly connect to other theory courses. Second, the course will explore knowledge and expertise as critical aspects of contemporary society, which contribute to the reproduction, as well as alteration, of social inequalities and relationships of power. Third, the course will provide a forum for thinking about our own roles, as sociologists, outside the university.
By the end of the course, students will feel capable of questioning the 'taken-for-grantedness' of authoritative knowledge and to critically analyse how social actors make knowledge claims . Second, students will be able to examine, evaluate, both in written and oral form, theories and debates within the sociological discourse on knowledge. Thirdly, students will be able to explore knowledge production and dissemination in contemporary society and develop corresponding sociological research projects (case studies) related these issues.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 case study and 1 essay in the MT.
Indicative reading: Espeland, Wendy N., & Sauder, Michael (2007). Rankings and Reactivity: How Public Measures Recreate Social Worlds. American Journal of Sociology, Vol. 113 No. 1, S. 1-40. Foucault, Michel (1984). What is Enlightenment? In The Foucault Reader, edited by Paul Rabinow, pp. 32-50. New York: Pantheon Books. Mannheim, Karl (1936). Ideology and Utopia: an introduction to the sociology of knowledge. London, Keagan Paul. Porter, Theodore M. (1995) Trust in Numbers. The Pursuit of Objectivity in Science and Public Life. Princeton: Princeton University Press.

Assessment: Essay (100%, 3000 words) in the LT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Tuesday of Lent Term.An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO232 Half Unit
Sociology of Health and Illness

This information is for the 2017/18 session.

Teacher responsible: Dr Carrie Friese STC S213
Availability: This course is available on the BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: No specific pre-requisites, but this course is only open to second and third year students in Sociology and other programmes. It is not available as a first year option.
Course content: Sociology of Health and Illness explores the ways in which experiences of health and illness are socially organized. We will also ask how the management of health and illness organizes social life. To explore experiences of health and illness, we will look at how specific 'medical disorders' (e.g., ageing, cancer, Alzheimer's disease, asthma, chronic fatigue syndrome, childbearing, menopause, etc.) are 'embodied' in socially patterned ways. Empirical studies of specific disorders will be read, in conjunction with analysis of other kinds of texts (e.g., popular writing, film, performance art, museum exhibits, etc.).
To address how the management of health and illness organizes social life and vice versa, key theories in the sociology of health and illness will be explored. This will include Parsons's sick role; Weberian and feminist understandings of professional dominance; medicalization, demedicalization and biomedicalization; and Foucaultian notions of surveillance, biopolitics and governmentality.
Teaching: 10 hours of lectures and 10 hours of classes in the LT.
Teaching will comprise of a one hour lecture and one hour class each week. A revision session will be held to prepare students for the seen examination.
Students on this course will have a reading week during Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
The assessed examination is supported by ONE take home, mock examination that is formative. Participation is supported by student's first making ONE comment on the Moodle discussion board in Weeks 2-3 and responding to another student's comment from Weeks 4-5.
Indicative reading: S Nettleton *The Sociology of Health and Illness* (2006), P Starr, *The Social Transformation of American Medicine* (1982), A Nelson *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination* (2011), M Foucault *The Birth of the Clinic: An Archaeology of Medical Perception* ([1973] 1994), I Hacking *The Social Construction of What?* (1999), A Frank, (1997) *The Wounded Storyteller: Body, Illness and Ethics* (1997), E Martin *Bipolar Expeditions: Mania and Depression in American Culture* (2007), J Latimer *The Gene, The Clinic and the Family* (2013), S Kaufman (2015) *Ordinary Medicine*, Eugene Raikhel and William Garriott (2013) *Addiction Trajectories*
Assessment: In class assessment (20%) in the LT.
Take home exam (80%) in the ST.
Weight 80%
Type –seen take-home exam where 3 questions need to be answered from 6 questions
Number of words: No more than 1,300 words per answer, and 3,600 words in total
Timing of submission: First Monday of Summer Term
AND
Weight 20%
Type-Participation. Students are to make ONE comment on the Moodle discussion board and respond to ONE other student's comment from Weeks 6-11.
Number of words. No more than 300 words per comment
Timing of submission: Weeks 6-11
Assessed seen exam due on Monday of Week 1 in ST. Two copied of the assessed seen exam to be handed in to the Administration Office, S116, no later than 16:30 on the day of submission. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO233 Half Unit
Reactionary Radicalism: Populism and Authoritarianism in the 21st Century

This information is for the 2017/18 session.

Teacher responsible: Dr Michael McQuarrie STC.S217a
Availability: This course is available on the BSc in Social Policy and Sociology and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: No specific pre-requisites, but this course is only open to second and third year students in Sociology and other programmes. It is not available as a first year option.
Course content: This half-unit course will take up the emergence of a new brand of populist politics. The course will examine the link between political economic, demographic, and cultural changes and the rise of new varieties of ethnonationalist and anti-systemic populism. It will examine the nature of populism, why it is a prevalent language of political mobilization, and its limitations as a political project. The course will examine the relationship between populism and authoritarianism, populism and racism, populism and classism, populism and technocracy, and populism and neoliberalism. This discussion will be undertaken in the context of an overarching theme of the relationship between new varieties of populism and the economic geography and class structure of neoliberalism with an emphasis on the link between socio-economic transformation and political mobilization. Finally, the course will take up the issue of populism and its relationship to intellectuals and academics with a focus on the problems this creates for research.
Teaching: 25 hours of workshops in the LT.
Course Outline
1. Introduction: what is populism and why has it emerged as such a powerful political force in the early 21st century?
2. Who are the Populists? Voting patterns in the US, France, and Britain and the new economic geography of neoliberalism.
3. Inequality and Politics: The founding problem of capitalist democracies: integration without equality. The various institutional and ideological efforts to cope with this problem. We will focus on the technocratic welfare state, racism, populism, and fascism.
4. The included and the excluded: this class will juxtapose the neoliberal and welfare state eras with particular attention to the shifting logic for valorizing people and places.
5. Race, prejudice, and populism: here we take up the issue of race and difference directly. In general we will assess the hypothesis that populism is actually a new expression of racism in response to the emergence of immigration or the emergence of a more multicultural society.
6. The authoritarian personality: this class will focus on the Frankfurt School hypothesis, trends in authoritarian attitudes, and possible explanations for those trends.
7. From political moderation to political extremism: Here we return to some issues of conceptualization in understanding political motivation and political action with a particular interest in the limits and advantages of a rationalist framework. We examine the question of whether the emergence of extremist politics is because people were extremist all along or because circumstances have made extremist politics more attractive.

8. The Political Economy of Despair: This class will focus on changes in 21st century political economies and the institutional mechanisms that are designed to cope with the negative effects of those changes.
9. Parties and Populism: Here we take up the issue of established political parties and their response with a particular focus on their inability to police the boundaries of electoral politics.
10. The Rust Belt Revolt and its Challenge: This class will focus return to the economic geography of the populist revolt but with a particular focus on its timing and its racially specific composition. We will then turn to contemporary debates about strategies for dealing with it on both the Right and the Left.
Formative coursework: Students are expected to read, and prepare in advance, for each of the workshops and to be working on their summative assignments over the course of the term.
Indicative reading: Karl Polanyi, *The Great Transformation*. Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte*. Daniel Bell, *Post-Industrial Society*. Ulrich Beck, *The Risk Society*. Josh Pacewicz, *Partisans and Partners*. Jake Rosenfeld, *What Unions No Longer Do*. Kathy Cramer, *The Politics of Resentment*. Michele Lamont, *The Dignity of Working Men*
Assessment: Essay (60%, 2500 words) in the ST.
Other (20%) and other (20%) in the LT.
The essay (2,000-2,500 words) (60%) is to be submitted at the beginning of ST.
The other assessments are: 1) A presentation or poster (20%) to be completed over the course of the term, and 2) Essay outline, annotated bibliography, and thesis statement due at the end of LT (20%).
Assessed essay due Wednesday of Week 2 in ST. Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the day of submission. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO234 Half Unit
Digital Technology, Speed and Culture

This information is for the 2017/18 session.

Teacher responsible: Prof Judy Wajcman STC S203
Availability: This course is available on the BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: No specific pre-requisites, but this course is only open to second and third year students in Sociology and other programmes. It is not available as a first year option.
Course content: This course aims to give students a detailed understanding of sociologically informed approaches to the social studies of science and technology. It will consider how macro theories of post-industrial society (from Bell to Castells) have conceptualised the role of technology in social change. It will then look at the development of STS as a field that highlights the constitutive role of objects and artefacts in social relations. In other words, it will reflect upon sociology's traditional neglect of the social life of things or materiality. These broad themes will then be elaborated substantively. First, by considering the role of technology in reconfiguring time, speed, space and mobility. Second, by considering power relations and social inequalities embedded in digital technologies, such as the Internet and mobile phones. Third, by treating technology as a culture that shapes gender identities, such as those that find expression in the virtuality of cyberspace. The course will draw on examples from a variety of domains including information and communication technologies, robotics, cyborgs, sex, and weapons.
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the MT.
ONE formative essay of 1,200 words will be due at the end of Week 6 of Michaelmas Term.
Indicative reading: MacKenzie, D. and Wajcman J. (1999) *The Social Shaping of Technology* (MIT Press). Suchman, L. (2007) *Human-Machine Configurations* (CUP). Turkle, S. (2011) *Alone Together* (Basic Books). Wajcman, J. (2015) *Pressed for Time* (Chicago University Press). Wajcman, J. (2014) *TechnoFeminism* (Polity Press).
Assessment: Essay (100%, 3000 words) in the MT.
The course is assessed by ONE summative essay of 3,000 words that is worth 100% of the total mark.
Assessed essay due Thursday of Week 11 of MT. Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the day of submission. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO302
The Sociological Dissertation

This information is for the 2017/18 session.

Teacher responsible: Prof Fran Tonkiss STC.S205
Availability: This course is compulsory on the BSc in Sociology. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students undertaking this course need to have completed the first two years of the BSc in Sociology.
Course content: The dissertation takes the form of an independent and extended research project of 10,000 words on a sociological topic of the students' choosing, subject to approval by the Department of Sociology. The topic should be chosen from any area within the discipline of sociology, preferably from an area covered by the BSc in Sociology. The process generally includes reviewing the literature in the chosen area, formulating a viable and sociologically-relevant research problem, collecting and analysing primary and/or secondary data (such as a case study, data set, fieldwork observation, survey results or interviews), and drafting the findings of their investigation into a research project.
Students' work on the dissertation is supervised in small-group and individual tutorials with their Academic Advisor over MT and LT. The Dissertation process is supported by a series of compulsory workshops in the MT and LT which focus on research project design. The workshops cover topics such as identifying a sociological problem for investigation, constructing a bibliography, research ethics, research access, data collection, data analysis, writing up and trouble-shooting.
Teaching: 7 hours and 30 minutes of seminars in the MT. 7 hours and 30 minutes of seminars in the LT.
Seminars will be structured as follows: 5 x 1.5 hour seminars in the MT. 5 x 1.5-hour seminars in the LT.
In addition, 5 x 1.5-hour small-group tutorials with Academic Advisors in MT. 2 x individual supervisions with Academic Advisors plus drop-in sessions in LT.
Academic Advisors can be expected to offer advice on preliminary reading, research design, data collection and analysis, and on organisation of the dissertation. They can also read and comment on an outline of the dissertation, or on one draft chapter. Academic Advisors are not permitted to read or comment on a final draft of the whole dissertation or any part of it.
Formative coursework: One piece of formative coursework in the MT.
Assessment: Research proposal (10%) in the MT.
Research project (90%) in the ST.
Assessment Particulars:
Two hard copies of the 10,000 word dissertation must be submitted to the Sociology Administration Office, Room S116, by 4.30pm on the second Thursday of ST, with a third copy posted to Moodle by 18:00 on the same day. Accidental loss of data or text on a computer will not be accepted as a reason for non-submission.

SO308
Personal Life, Intimacy and the Family

This information is for the 2017/18 session.

Teacher responsible: Dr Ursula Henz STC S100B
Availability: This course is available on the BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Course content: The course provides an overview over the area of family sociology, drawing predominantly on literature about Britain and other Western societies. The course focuses on recent and ongoing transformations of family structure, family relationships and family life. Throughout the course various theoretical approaches will be considered. Issues related to gender, ethnicity and migration will be cross-cutting themes of the course. Indicative topics are: family structures and family relationships; childhood, adolescence, partnership formation, marriage, childlessness, motherhood, fatherhood, parenting, divorce, post-divorce families, family and work, family and education.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 2 hours of classes in the ST.
Reading weeks: week 6 MT and week 6 LT.
Formative coursework: At least one class presentation and two formative essays (1,500 words each).
Indicative reading: Treas, Judith, Scott, Jacqueline & Richards, Martin (eds.) (2014) The Wiley Blackwell Companion to The Sociology of Families, Chichester, West Sussex: Wiley Blackwell covers many aspects of the course. Other recommended readings include: Beck, Ulrich & Beck-Gernsheim, Elisabeth (1995): The Normal Chaos of Love. London: Polity Press. Chambers, Deborah (2012): A Sociology of Family Life. Cambridge: Polity Press. Giddens, Anthony (1992): The Transformation of Intimacy. Sexuality, Love and Eroticism in Modern Societies. Oxford : Polity Press. Hochschild, Arlie (1990): The Second Shift. Working Parents and the Revolution at Home. London: Piatkus. Jamieson, Lynn (1998): Intimacy: Personal Relationships in Modern Societies. Cambridge: Polity Press. Lareau, Annette (2011): Unequal Childhoods. Class, Race and Family Life. University of California Press: Berkeley, Los Angeles, London. Smart, Carol & Neale, Bren (1999): Family Fragments? Cambridge: Polity Press. Smart, Carol, Neale, Bren & Wade, Amanda (2001): The Changing Experience of Childhood: Families and Divorce. Cambridge: Polity Press.
Assessment: Essay (30%, 2500 words) and project (70%, 3500 words) in the ST.
Two hard copies of the assessed essay and the research report, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Wednesday of Summer Term and the fourth Wednesday of Summer Term, respectively. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO309 Half Unit Not available in 2017/18
Atrocity and Justice

This information is for the 2017/18 session.

Teacher responsible: Dr Claire Moon STC S109
Availability: This course is available on the BSc in Social Policy and Sociology and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.
Sociology students will be given priority.
This course cannot be taken in conjunction with IR312 Genocide.
Pre-requisites: No specific pre-requisites, but this is open only to 2nd and 3rd year students in Sociology and other programmes. It is not available as a 1st year option.
Course content: The course will cover a number of issues relevant to the study of atrocity and justice for atrocity. It looks at the social construction of atrocities, the Genocide Convention, structural approaches to understanding genocide (modernity, democracy and colonial rule), the perpetrators. victims and witnesses of atrocity, the problem of denial of state crimes, historical injustices in Australia, Canada and the US, forensic investigations of atrocity, retributive and restorative approaches to justice for atrocity, truth commissions and war crimes tribunals.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Formative assessment will be as follows:
1. Class presentation: students will conduct one class presentation and will receive detailed feedback which will focus on points for improvement for the assessed components;
2. Practice essay: students will carry out one practice essay during week 6 (reading week) of the LT. They will receive detailed feedback for this in preparation for the summative assessments.
Indicative reading: Arendt, Hannah (1994) *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books). Bauman, Zygmunt (1989) *Modernity and the Holocaust* (Cambridge: Polity). Browning, Christopher (1992) *Ordinary Men: Reserve Police Battalion 101* (New York: HarperCollins): Cohen, Stan (2001) *States of Denial* (Cambridge: Polity Press). Hacking, Ian (1999) The Social Construction of What? (Cambridge: Harvard University Press). Jones, Adam (2011) *Genocide: A Comprehensive Introduction*, 2nd edition (London: Routledge). Wilson, Richard (2001) *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge: Cambridge University Press).
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 2500 words) in the ST.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Tuesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO310 Half Unit Not available in 2017/18
The Sociology of Elites

This information is for the 2017/18 session.

Teacher responsible: Prof Michael Savage STC S210
Availability: This course is available on the BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: No specific pre-requisites, but this is only open to 3rd year students in Sociology and other programmes. It is not available as a 1st or 2nd year option.
Course content: In the early 21st century, there is a new fascination with the super-rich, the 1%, the 'elites'. This course therefore aims to expose students to the challenges and excitements of studying this small but very significant social class, using cutting edge research on recent trends as well as important older studies.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of seminars in the ST.
Reading Week: Week 6 Lent Term.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Formative assessment will be through a 2000 word essay to be handed in on the Monday of Week 7, directly after Reading Week. Students will also be asked to give presentations in seminars, and informal feedback will be given on these.
Indicative reading: Piketty, T., (2014), *Capital in the 21st Century*, Boston, Harvard UP. Khan, S., (2010), *Privilege*, Princeton, Princeton UP. Dorling, D., (2014), *Inequality and the 1%*, London, Verso. Savage, M., and Williams, K., (eds) (2008), *Remembering Elites*, Oxford, Blackwells. Scott, J., (1982), *The Upper Class*, Macmillan.

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

SO311 Half Unit
Law and Violence

This information is for the 2017/18 session.

Teacher responsible: Dr Ayca Cubukcu STC.S113
Availability: This course is available on the BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is available to students in Year 3 only.
Pre-requisites: N/A
Course content: *Law and Violence* is an intensive introduction to key theoretical texts that can inform a nuanced understanding of the controversial yet crucial nexus between law and violence. What is the relationship between law and violence? Are they mutually exclusive forms of human action? Is it a paradox that law employs violence in claiming to prevent or circumscribe the latter? Is it a contradiction that violence is often the means to establish or change the law? We will consider these questions within historical contexts of the nation-state and the global legal order. The case of refugees—often caught "outside" the law—will also be considered.
Teaching: 20 hours of seminars in the MT.
This course requires the practice of close reading. We will not read in large quantities. However, students are expected to engage with the assigned texts deeply, paying special attention to the presuppositions of the authors and the structures of their argumentation, identifying the weaknesses and the strengths of their theoretical constructions. By the end of the course, students are expected to make the texts speak with and against each other. Students in this course will have a reading week in week 6.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.
Essay abstract (max 800 words) to be submitted in class in week 7. Students will get detailed feedback on their abstracts.
Indicative reading: Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life.* Stanford Uni. Press. 1995. Antony Anghie, *Imperialism, Sovereignty and the Making of International Law*. Cambridge University Press. 2005. Talal Asad, "Thinking About Just War and Terrorism," in *Cambridge Journal of Foreign Affairs.* Talal Asad, *On Suicide Bombing*, Columbia University Press. 2007. Hannah Arendt, *Eichmann in Jerusalem*. Penguin Press. 1963. Walter Benjamin, "Critique of Violence" in *Reflections*, Schocken Books. 2002 [1929]. Jacques Derrida, "Force of Law: The 'Mystical Foundations of Authority'" in *Deconstruction and the Possibility of Justice*. Drucilla Cornell, Michel Rosenfeld, David Gray Calson, eds. Routledge. 1992. Michel Foucault, *Society Must Be Defended*. Picador. 2003 [1976]. Georges Sorel, *Reflections on Violence*. Dover. 2004 [1908]. Carl Schmitt, *Political Theology*. The MIT Press. 1985 [1922]. Recommended: Carl Schmitt, *The Nomos of the Earth*. Telos Press. 2003 [1950].
Assessment: Essay (90%, 4000 words) in the LT.
Class participation (10%) in the MT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Tuesday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO312 Half Unit
Work, Inequality and Society

This information is for the 2017/18 session.

Teacher responsible: Dr Patrick McGovern STC.S313
Availability: This course is available on the BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: No specific pre-requisites, but this course is only open to 2nd and 3rd year students in Sociology and other programmes. It is not available as a 1st year option.
Course content: Sociological perspectives on cross-national differences in employment and social inequality.
Theoretical perspectives on inequality; gender in the labour market; occupational segregation; the 'glass ceiling';; immigrant employment; race, ethnicity and discrimination; social class at work; class reproduction in elite firms; the rise of wage inequality; and income inequality in the mass media.
Teaching: 10 hours of lectures and 10 hours of classes in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: 1,500 word essay due in Week 8 of MT.
Indicative reading: Tilly, C. & C. Tilly (1998) *Work Under Capitalism;* Grint, K. (2005) T*he Sociology of Work* (3rd ed.);D. Grusky, (2014) (4th ed) *Social Stratification*;Hakim, C. (2004) *Key Issues in Women's Work* (2nd ed.);McGovern, P. et al. (2007) *Market, Class, and Employment;*Padavic, I. & Reskin, B. (2002) *Women and Men at Work;*G. Payne (ed) (2013) *Social Divisions*,L. Platt (2011) *Understanding Inequalities*
Further reading will be detailed in the course syllabus.
Assessment:
Essay (75%, 3000 words) in the LT.
Class Presentation (10%) and Online Blog (15%) in the MT.
Assessed essay due Wednesday of Week 1 in LT. Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the day of submission. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO313 Half Unit
Material Culture and Everyday Life

This information is for the 2017/18 session.

Teacher responsible: Don Slater S310
Availability: This course is available on the BSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course is available as an option course to second and third year students on the BSc in Sociology, and as an outside option for students in other departments.
Pre-requisites: No specific pre-requisites, but this course is only available to second and third year students in Sociology and other programmes. It is not available as a first year option.
Course content: The course focuses on how 'things' enter into and mediate everyday social relations and practices. Students will consider all aspects of the social life of things, from design and production through use, consumption and everyday practices. This will allow them to address a range of long-standing theoretical and political concerns within sociology such as the role of objects and materiality in social life; social organizations of objects and exchange, such as consumer culture; design, technology and innovation; and the socio-political status of 'everyday life' itself. At the same time, there will be a strong methodological emphasis: not just how do we study objects in everyday life, but how might such studies impact on social research more generally.
The course will rely heavily on case studies. After mapping out central traditions in material culture studies, the course will focus on 2-3 strategically chosen objects to explore analytical and methodological issues (eg, mobile phones, water, bicycles, food, supermarkets, etc). Cross-cultural differences will be raised throughout but at least one of the cases will be predominantly focused on major global difference.
Teaching: 10 hours of lectures and 10 hours of classes in the LT. Students on this course will have a reading week in Week 6, in line

with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the LT.
1,500 word essay, due after reading week, in which students are asked to analyse an object from the standpoint of one of the theoretical perspectives introduced in the course. They will additionally submit a short research outline (probably 1-2 A4 sides) on which they can base their work towards the summative assessment.
Indicative reading: Drazin, A. & Küchler, S. (eds.) (2015) *The social life of materials: Studies in materials and society.* Bloomsbury Academic, London. Gunn, W., Otto, T. & Smith, R. C. (2013) *Design anthropology: Theory and practice.* Bloomsbury Academic, London. Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.
Lury, C. (2011) *Consumer culture*, 2nd ed. Polity, Cambridge. Miller, D. (2008) *The comfort of things*. Polity, Cambridge. Molotch, H. (2003) *Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are.* New York and London: Routledge. Shove, E., M. Hand, J. Ingram and M. Watson (eds.) (2007) *The Design of Everyday Life*. Oxford: Berg.
Assessment: Other (100%) in the ST.
3,000 word research report (100%, due in ST) on an object of the student's choosing in which they are asked to address a clear list of considerations such as design, material properties, social practices and uses, methodological questions and so on.
Two hard copies of the research report, with submission sheets attached to each, to be submitted to the Administration Office, STC S116, no later than 16:30 on the first Thursday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

ST102
Elementary Statistical Theory

This information is for the 2017/18 session.

Teacher responsible: Dr James Abdey COL.7.09
Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course cannot be taken with ST107 Quantitative Methods (Statistics) or ST108 Statistical Methods for the Social Sciences.
Pre-requisites: A-level Mathematics.
No previous knowledge of statistics is assumed.
Course content: The course provides a precise and accurate treatment of introductory probability theory, statistical ideas, methods and techniques. Students will also be exposed to the Minitab statistical package. Topics covered are data visualisation and descriptive statistics, probability theory, random variables, common distributions of random variables, multivariate random variables, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, analysis of variance (ANOVA), linear regression, nonparametric tests, goodness-of-fit and independence tests.
Teaching: 22 hours of lectures, 9 hours of classes and 10 hours of workshops in the MT. 22 hours of lectures, 11 hours of classes and 11 hours of workshops in the LT. 2 hours of lectures and 1 hour of classes in the ST.
Students will finish off new material or revise in week 11.
Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.
Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:
Larsen R.J. and M.L. Marx (2011) *An Introduction to Mathematical Statistics and Its Applications* (fifth edition), Prentice-Hall (earlier editions are also fine).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Exam (25%, duration: 1 hour, reading time: 10 minutes) in the LT week 0.

ST107 Half Unit
Quantitative Methods (Statistics)

This information is for the 2017/18 session.

Teacher responsible: Dr James Abdey COL.7.09
Availability: This course is compulsory on the BSc in Social Policy and Economics. This course is available on the BSc in Accounting and Finance, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Government and Economics, BSc in Management, BSc in Philosophy and Economics and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
This course cannot be taken with ST102 Elementary Statistical Theory or ST108 Statistical Methods for the Social Sciences.
Pre-requisites: A-level Mathematics.
Course content: The elementary statistical tools necessary for further study in management and economics with an emphasis on the applicability of the methods to management and economic problems. Topics covered are data visualisation and descriptive statistics, probability theory, discrete probability distributions, continuous probability distributions, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, contingency tables and the chi-squared test, correlation and linear regression.
Teaching: 22 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.
Students will finish off new material or revise in week 11.
Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.
Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:
Newbold, P., W.L. Carlson and B.M. Thorne (2012) Statistics for Business and Economics. (Eighth edition), Pearson (earlier editions are also fine).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST108
Statistical Methods for the Social Sciences

This information is for the 2017/18 session.

Teacher responsible: Dr Nicholas Cron COL.2.04 and Dr Wicher Bergsma COL.6.06
Availability: This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
The course is designed for students without a strong background in Mathematics, e.g. without A level Mathematics, and is suitable for students who wish to learn basic statistical methods for analysing social science data. This course cannot be taken with ST102 Elementary Statistical Theory or ST107 Quantitative

Methods (Statistics).
Pre-requisites: A grade B in GCSE Mathematics or equivalent. No background in statistics is required.
Course content: A basic foundation in elementary statistical methods, theory and statistical reasoning. Basic use of computers to analyse data. Probability, random variable theory and distributions. Normal distribution, sampling concepts and sampling distributions. Estimation, significance tests and confidence intervals, one and two-sample methods. Test for proportions, simple contingency tables. Linear regression, correlation. Basic decision theory.
Teaching: 14 hours of lectures, 8 hours of classes and 2 hours of computer workshops in the MT. 20 hours of lectures, 10 hours of classes and 2 hours of computer workshops in the LT. 3 hours of lectures and 3 hours of classes in the ST.
Students will have a two hour computer workshop in week 6 of MT, and a further two hour computer workshop in week 9 of LT.
Indicative reading: Notes will be provided and form the basic reading material. Pointers will be given to further reading.
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
Continuous assessment (20%) in the MT and LT.
At least a pass mark is required for both assessment components (i.e., the exam and the continuous assessment)

ST201 Half Unit
Statistical Models and Data Analysis

This information is for the 2017/18 session.

Teacher responsible: Dr Nicholas Cron (COL2.04)
Availability: This course is available on the BSc in Accounting and Finance and BSc in Management. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Also available to students who have studied statistics and mathematics to the level of MA107/ST107 Quantitative Methods or ST108 Statistical Methods for the Social Sciences.
Course content: A second course in statistics with an emphasis on problems of practical importance and statistical analysis using computers. Principles of modelling: data preparation, mathematical and statistical models, linear and non-linear models. Simple linear regression. Multiple regression: assumptions, transformations, diagnostics, model selection. Logistic regression: odds ratios and likelihood. The course will conclude with a brief introduction to time series.
Teaching: 20 hours of lectures and 16 hours of computer workshops in the LT. 4 hours of lectures in the ST.
Students will be given their assessed project to start on in week 6 which is due in at the end of LT.
Formative coursework: Moodle quizzes and a quantitative research project.
Indicative reading: Baddeley & Barrowclough (2009), Running Regressions: A Practical Guide to Quantitative Research in Dougherty (2011) Introduction to Econometrics; Economics, Finance and Development Studies; Fox (2016) Applied Regression Analysis and Generalized Linear Models; Diaz et al (2014), OpenIntro Statistics.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Coursework (20%) in the LT.

ST202
Probability, Distribution Theory and Inference

This information is for the 2017/18 session.

Teacher responsible: Dr Miltiadis Mavrakakis-Vassilakis
Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Financial Mathematics and Statistics and BSc in Statistics with Finance. This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100). Students who have not taken these courses should contact Dr Mavrakakis.
Course content: The course covers the probability, distribution theory and statistical inference needed for third year courses in statistics and econometrics.
Michaelmas term: Events and their probabilities. Random variables. Discrete and continuous distributions. Moments, moment generating functions and cumulant generating functions. Joint distributions and joint moments. Marginal and conditional densities. Independence, covariance and correlation. Sums of random variables and compounding. Multinomial and bivariate normal distributions. Law of large numbers and central limit theorem.
Lent term: Functions of random variables. Sampling distributions. Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.
Teaching: 20 hours of lectures, 9 hours of seminars and 10 hours of help sessions in the MT. 20 hours of lectures, 10 hours of seminars and 10 hours of help sessions in the LT. 4 hours of lectures in the ST.
Week 6 in both terms will be used for class tests.
Formative coursework: Students will be expected to produce 4 pieces of coursework in the MT and LT.
Indicative reading: G C Casella & R L Berger, Statistical Inference (primary reading); R Bartoszynski & M Niewiadomska-Bugaj, Probability and Statistical Inference (stresses comprehension of concepts rather than mathematics, supplementary reading only); J Jacod & P Protter, Probability Essentials (for further reading, a more advanced text on probability, using measure-theoretic concepts and tools, still very accessible).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

ST205 Half Unit
Sample Surveys and Experiments

This information is for the 2017/18 session.

Teacher responsible: Dr George Tzougas
Availability: This course is compulsory on the BSc in Business Mathematics and Statistics. This course is available on the BSc in Management and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
For students who have studied mathematics and statistics to the level of MA107/ST107 Quantitative Methods or SA201 Research Methods for Social Policy.
Course content: Sampling methods for social surveys. Survey design and estimation. Nonresponse and measurement error. Design of experiments and observational studies.
Teaching: 22 hours of lectures, 9 hours of classes and 2 hours of workshops in the MT.
Formative coursework: Weekly exercises and group presentations.
Indicative reading: S L Lohr, Sampling: Design and Analysis. (2nd Ed. 2010). F J Fowler, Survey Research Methods (4th Ed. 2009)
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Coursework (20%) in the MT.

ST206 Half Unit
Probability and Distribution Theory

This information is for the 2017/18 session.

Teacher responsible: Dr Miltiadis Mavrakakis-Vassilakis
Availability: This course is available on the BSc in Business Mathematics and Statistics. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100).
Course content: The course covers the probability and distribution theory needed for third year courses in statistics and econometrics.:
Events and their probabilities. Random variables. Discrete and continuous distributions. Moments, moment generating functions and cumulant generating functions. Joint distributions and joint moments. Marginal and conditional densities. Independence, covariance and correlation. Sums of random variables and compounding. Multinomial and bivariate normal distributions. Law of large numbers and central limit theorem.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 4 pieces of coursework which will consist of written exercises aimed at practising calculations and understanding of theory.
A formative in class exam-style assessment will be done in Week 6.
Indicative reading: G C Casella & R L Berger, Statistical Inference (primary reading); R Bartoszynski & M Niewiadomska-Bugaj, Probability and Statistical Inference (stresses comprehension of concepts rather than mathematics, complimentary reading only); J Jacod & P Protter, Probability Essentials (for further reading, a more advanced text on probability, using measure theoretic concepts and tools, still very accessible).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST211 Half Unit
Applied Regression

This information is for the 2017/18 session.

Teacher responsible: Dr Nicholas Cron (COL2.04)
Availability: This course is compulsory on the BSc in Business Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.
Specifically the course is available to Accounting and Finance students who have taken ST102.
Pre-requisites: ST102
Course content: Tabulation, Graphical representation, Regression, Detection of outliers, Model diagnostics, Analysis of Variance.
Teaching: 10 hours of lectures and 20 hours of lectures in the LT. 2 hours of lectures in the ST.
Students will be given their assessed project to start on in week 6 which is due in at the beginning of ST.
Formative coursework: Regular Moodle quizzes. Regular take home exercises.
Indicative reading:
1. Neter, J., Kutner, M., Nachtsheim, C. and Wasserman, W. Applied Linear Statistical Models, McGraw-Hill, Fourth Edition. (2004).
2. Abraham, B. Ledolter, J. Introduction to Regression Modelling, Thomson Brooks Cole. (2006).
3. S. Weisberg Applied Linear Regression, Wiley, 3rd edition. (2005) (intermediate).
4. Fox (2016) Applied Regression Analysis and Generalized Linear Models.
5. Dougherty (2011) Introduction to Econometrics.
Assessment: Exam (50%, duration: 2 hours) in the main exam period. Project (50%) in the ST.

ST213 Half Unit Not available in 2017/18
Introduction to Pricing, Hedging and Optimization

This information is for the 2017/18 session.

Teacher responsible: Prof Pauline Barrieu
Availability: This course is available on the BSc in Financial Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.
Pre-requisites: MA203 Real Analysis. Must be taken with ST202 Probability, Distribution Theory and Inference.
Course content: This course introduces the concepts of valuation, hedging and portfolio selection in a discrete-time environment with full technicalities, and then treats continuous-time markets in a slightly more heuristic fashion. It covers the following topics:
- Martingale theory in discrete time.
- The binomial model; pricing and hedging. Trinomial model and incompleteness, arbitrage-free price intervals.
- General discrete-time models and the FTAP.
- Passage to continuous-time Black & Scholes model; formal Ito calculus.
- Option-pricing with PDE methods, the Black & Scholes formula and Greeks; connections with risk-neutral measure, Feynman-Kac
- Portfolio optimisation (Merton's problem) in the standard Black & Scholes market

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 9 problem sets in the LT.
Indicative reading: Lecture notes will be provided.
Stochastic Calculus for Finance I: The Binomial Asset Pricing Model, by Steven Shreve, Springer
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

ST226 Half Unit
Actuarial Investigations: Financial

This information is for the 2017/18 session.

Teacher responsible: Dr Gelly Mitrodima COL.7.04
Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).
Course content: The application of compound interest techniques to financial transactions. Describing how to use a generalised cash-flow model to describe financial transactions such as a zero coupon bond, a fixed interest security, an index-linked security, cash on deposit, an equity, an interest only loan, a repayment loan, an annuity certain and others. The time value of money using the concepts of compound interest and discounting. Accumulation of payments and present value of future payments. Expressing interest rates or discount rates in terms of different time periods. Real and money interest rates .The calculation of the present value and the accumulated value of a stream of equal or unequal payments using specified rates of interest and the net present value at a real (possibly variable) rate of interest, assuming a constant rate of inflation. Compound interest rate functions; definitions and use. Equations of value with certain and uncertain payments and receipts; conditions for existence of solution. Describe how a loan may be repaid by regular instalments of interest and capital; flat rates and annual effective rates. Calculation of a schedule of repayments under a

loan and identification of the interest and capital components of annuity payments where the annuity is used to repay a loan for the case where annuity payments are made once per effective time period or p times per effective time period and identify the capital outstanding at any time. Discounted cash flow techniques and their use in investment project appraisal; internal rate of return, discounted payback period, money-weighted rate of return, time-weighted rate of return, linked internal rate of return. The investment and risk characteristics of fixed-interest Government borrowings, fixed-interest borrowing by other bodies, shares and other equity-type finance derivatives. The analysis of compound interest rate problems; the present value of payments from a fixed interest security where the coupon rate is constant and the security is redeemed in one instalment, upper and lower bounds for the present value of a fixed interest security that is redeemable on a single date within a given range at the option of the borrower, the running yield and the redemption yield from a fixed interest security, the present value or yield from an ordinary share and a property, given simple (but not necessarily constant) assumptions about the growth of dividends and rents, the solution of the equation of value for the real rate of interest implied by the equation in the presence of specified inflationary growth, the present value or real yield from an index-linked bond, the price of (or yield from) a fixed interest security where the investor is subject to deduction of income tax on coupon payments and redemption payments are subject to the deduction of capital gains tax.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT.
Formative coursework: Students will be expected to give written answers to a number of problem sets.
Indicative reading: J J McCutcheon & W J Scott, An Introduction to the Mathematics of Finance, Heinemann; Institute of Actuaries, Formulae and Tables for Actuarial Examinations. Core reading notes obtainable from the Institute of Actuaries.
Assessment: Exam (100%, duration: 3 hours) in the LT week 0.

ST227 Half Unit
Survival Models

This information is for the 2017/18 session.

Teacher responsible: Prof Konstantinos Kardaras COL 6.07
Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).
Course content: An introduction to stochastic processes with emphasis on life history analysis and actuarial applications. Principles of modelling; model selection, calibration, and testing; Stochastic processes and their classification into different types by time space, state space, and distributional properties; construction of stochastic processes from finite-dimensional distributions, processes with independent increments, Poisson processes and renewal processes and their applications in general insurance and risk theory, Markov processes, Markov chains and their applications in life insurance and general insurance, extensions to more general intensity-driven processes, counting processes, semi-Markov processes, stationary distributions. Determining transition probabilities and other conditional probabilities and expected values; Integral expressions, Kolmogorov differential equations, numerical solutions, simulation techniques. Survival models - the random life length approach and the Markov chain approach; survival function, conditional survival function, mortality intensity, some commonly used mortality laws. Statistical inference for life history data; Maximum likelihood estimation for parametric models, non-parametric methods (Kaplan-Meier and Nelson-Aalen), regression models for intensities including the semi-parametric Cox model and partial likelihood estimation; Various forms of censoring; The technique of occurrence-exposure rates and analytic graduation; Impact of the censoring scheme on the distribution of the estimators; Confidence regions and hypothesis testing.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. 3 hours of lectures and 1 hour of seminars in the ST.
Students on this course will have a reading week in week 6 where they will be given review exercises to work on based on the first 5 weeks of the course.
Formative coursework: Compulsory written answers to two sets of problems.
Indicative reading: S Ross, Stochastic Processes; R Norberg, Risk and Stochastics in Life Insurance; The Institute of Actuaries, Core reading Subject CT4. For full details of the syllabus of CT4, see http://stats.lse.ac.uk/angelos/guides/2004_CT4.pdf.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

ST300 Half Unit
Regression and Generalised Linear Models

This information is for the 2017/18 session.

Teacher responsible: Dr Xinghao Qiao
Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics and BSc in Statistics with Finance. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed:
EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206)
AND Elementary Statistical Theory (ST102).
Course content: A solid coverage of the most important parts of the theory and application of regression models, generalised linear models and the analysis of variance. Analysis of variance models; factors, interactions, confounding. Multiple regression and regression diagnostics. Generalised linear models; the exponential family, the linear predictor, link functions, analysis of deviance, parameter estimation, deviance residuals. Model choice, fitting and validation. The use of a statistics package will be an integral part of the course. The computer workshops revise the theory and show how it can be applied to real datasets.
Teaching: 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 9 hours of classes in the LT. 1 hour of lectures in the ST.
Week 6 reading week in MT will be for revision of taught materials, while week 6 reading week in LT will be for your project completion.
Indicative reading: D C Montgomery, E A Peck & G G Vining, Introduction to Linear Regression Analysis; D C Montgomery, Design and Analysis of Experiments; A J Dobson, An Introduction to Generalised Linear Models; P McCullagh & J A Nelder, Generalized Linear Models; A C Atkinson, Plots, Transformations and Regression; A C Atkinson & M Riani, Robust Diagnostic Regression Analysis; JJ Faraway, Linear Models with R; JJ Faraway, Extending the linear Model with R. Related items from the Institute of Actuaries, Core reading Subject CT6. For full details of the syllabus of CT6, see http://stats.lse.ac.uk/angelos/guides/2004_CT6.pdf.
Assessment: Exam (85%, duration: 2 hours) in the main exam period.
Project (15%) in the LT.

ST301 Half Unit
Actuarial Mathematics (Life)

This information is for the 2017/18 session.

Teacher responsible: Dr Angelos Dassios COL 6.14
Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics and BSc in Statistics with Finance. This course is not available as an outside option. This course is available to General Course students.
Pre-requisites: Students must have completed:
EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206)
AND Survival Models (ST227).
Course content: Single life mortality models, assurance and annuity contracts and their actuarial notation, computation of their present values and variances; relations among the present values of the various contracts.
The equivalence principle: computation of net premiums for the main assurance policies.
Prospective and retrospective reserves, Thiele's differential equation as the main tool for the computation of reserves.
Expenses: gross premium and gross reserves. Selection effect and how it affects mortality tables.
Multi-life assurance contracts: joint life and last survival life, computation of premiums and reserves for the main two-lives contracts.
Multi-states mortality models: basic notions of continuous-time Markov chains, Kolmogorov backward and forward equations, application to multiple decrements and disability models, computation of transition intensities.
Thiele differential equation for multi-states models, computation and analysis of reserves for main multi-state policies.
With-profit policies, unit-linked assurance policies, pensions.
Interplay between assurance and finance: embedded options, market consistent actuarial valuation.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be a reading week.
Formative coursework: Compulsory written answers to one set of problems.
Indicative reading: R Norberg, Basic Life Insurance Mathematics; The Institute of Actuaries, Core reading Subject CT5. Dickson, Hardy, Waters, 'Actuarial Mathematics for Life Contingent Risks'. Wutrich, Buhlmann, Furrer, 'Market Consistent Actuarial Valuation'
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

ST302 Half Unit
Stochastic Processes

This information is for the 2017/18 session.

Teacher responsible: Dr Umut Cetin COL.6.08
Availability: This course is compulsory on the BSc in Actuarial Science and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed either Probability, Distribution Theory and Inference (ST202) or Probability and Distribution Theory (ST206).
Course content: A second course in stochastic processes and applications to insurance. Markov chains (discrete and continuous time), processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and finance. Content: Stochastic processes in discrete and continuous time; Markov chains: Markov property, Chapman-Kolmogorov equation, classification of states, stationary distribution, examples of infinite state space; filtrations and conditional expectation; discrete time martingales: martingale property, basic examples, exponential martingales, stopping theorem, applications to random walks; Poisson processes: counting processes, definition as counting process with independent and stationary increments, compensated Poisson process as martingale, distribution of number of events in a given time interval as well as inter-event times, compound Poisson process, application to ruin problem for the classical risk process via Gerber's martingale approach; Markov processes: Kolmogorov equations, solution of those in simple cases, stochastic semigroups, birth and death chains, health/sickness models, stationary distribution; Brownian motion: definition and basic properties, martingales related to Brownian motion, reflection principle, Ito-integral, Ito's formula with simple applications, linear stochastic differential equations for geometric Brownian motion and the Ornstein-Uhlenbeck process, first approach to change of measure techniques, application to Black-Scholes model. The items in the course content that also appear in the content of ST227 are covered here at greater depth. However, ST227 is not a pre-requisite for this course.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT. Week 6 will be a reading week left free for students to revise by themselves.
Formative coursework: Compulsory written answers to two sets of problems.
Indicative reading: R Durrett, Essentials of Stochastic Processes; T Mikosch, Elementary Stochastic Calculus with Finance in View; Institute of Actuaries core reading notes.
Assessment: Exam (100%, duration: 3 hours) in the LT week 0.

ST303 Half Unit
Stochastic Simulation

This information is for the 2017/18 session.

Teacher responsible: Dr Angelos Dassios COL6.14
Availability: This course is available on the BSc in Actuarial Science. This course is not available as an outside option nor to General Course students.
As numbers might need to be capped if it proves too popular, students from the Statistics and Mathematics departments should be given priority. Given the prerequisites, it is unlikely we will get many students from other departments anyway.
Pre-requisites: Students must have completed:
EITHER Probability, Distribution Theory and Inference (ST202)
OR Probability and Distribution Theory (ST206)
AND Stochastic Processes (ST302).
While the course ST306 is not a formal pre-requisite some examples from this course will be used. Students that have not taken ST306 might have to do a bit of extra reading to familiarise themselves with them.
Course content: An introduction to using R for stochastic simulation as well as methods of simulating random variables, complicated quantities involving several random variables and paths of stochastic processes. Applications will focus on examples from insurance and finance.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
- Introduction to R with an emphasis on stochastic simulation.
- Monte-Carlo integration.
- Generating continuous random variables; inverse distribution function method.
- Generating continuous random variables; acceptance rejection method.
- Generating continuous random variables; sums of random variables.
- Generating continuous random variables; other methods. Normal and Inverse Gaussian distributions.
- Generating discrete random variables.
- Generating the paths of stochastic processes; Insurance loss process; Brownian motion; Ornstein-Uhlenbeck process.

• Various applications in insurance and finance.
There will be a Q&A session on practical issues in week 11.
Formative coursework: Weekly exercises usually involving computing.
Indicative reading:
• Introducing Monte Carlo methods with R (main reference), by G. Robert and G. Casella.
Useful reading:
• Asmussen
• Glasserman
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (25%) in the LT.
Project (25%) in the ST.

ST304 Half Unit
Time Series and Forecasting

This information is for the 2017/18 session.

Teacher responsible: Dr Matteo Barigozzi COL.7.11
Availability: This course is compulsory on the BSc in Actuarial Science and BSc in Statistics with Finance. This course is available on the BSc in Business Mathematics and Statistics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: 2nd year statistics and probability
Course content: The course introduces the student to the statistical analysis of time series data and simple models. What time series analysis can be useful for; autocorrelation; stationarity, trend removal and seasonal adjustment, basic time series models; AR, MA, ARMA; invertibility; spectral analysis; estimation; forecasting; introduction to financial time series and the GARCH models; unit root processes.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
There will be a reading week in week 6.
Formative coursework: Written answers to set problems will be expected on a weekly basis.
Indicative reading: Brockwell & Davis, Introduction to Time Series and Forecasting; Brockwell & Davis, Time Series: Theory and Methods. C Chatfield, The Analysis of Time Series.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST306 Half Unit
Actuarial Mathematics (General)

This information is for the 2017/18 session.

Teacher responsible: Dr Luciano Campi
Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed Probability, Distribution Theory and Inference (ST202) and Stochastic Processes (ST302).
Course content: An introduction to actuarial work in non-life insurance. Decision theory concepts: game theory, optimum strategies, decision functions, risk functions, the minimax criterion and the Bayes criterion. Loss distributions with and without limits and risk-sharing arrangements; suitable, moments and moment generating functions, the gamma, exponential, Pareto, generalised Pareto, normal, lognormal, Weibull, Burr and other distributions suitable for modelling individual and aggregate losses; statistical inference. Risk models involving frequency and severity distributions; the basic short-term contracts, moments, moment generating functions and other properties of compound distributions. Reinsurance treaties; proportional, excess of loss, stop-loss, deriving the distribution, moments, moment generating functions and other properties of the losses to the insurer and reinsurer under all the models above. Ruin theory for continuous and discrete models. Fundamental concepts of Bayesian statistics; Bayes theorem, prior distributions, posterior distributions, conjugate prior distributions, loss functions, Bayesian estimators. Credibility theory; Bayesian models. Experience rating models and applications. Claims reserving: run-off triangles. Monte-Carlo simulation and applications in insurance.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
There will be a reading week and a take home mock exam in week 6.
Formative coursework: Compulsory written answers to one set of problems. There will also be a mock exam during week 6.
Indicative reading: Notes are given out in the lectures. The Institute of Actuaries, Core reading Subject CT6.
For full details of the syllabus of CT6, see:
http://stats.lse.ac.uk/angelos/guides/2004_CT6.pdf.
Assessment: Exam (100%, duration: 3 hours) in the LT week 0.

ST307 Half Unit
Aspects of Market Research

This information is for the 2017/18 session.

Teacher responsible: Dr James Abdey COL.7.09
Availability: This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Management and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Probability and statistics to the level of ST107.
Course content: The main ideas and applications of market research techniques. Topics covered are introduction to market research, defining the market research problem, research design, internal secondary data and the use of databases, qualitative research: focus group discussions, projective techniques, survey and quantitative observation techniques, measurement and scaling: fundamentals, comparative and non-comparative scaling, questionnaire design, sampling: design and procedures, final and initial sample size determination, cross-tabulation and hypothesis testing, analysis of variance and covariance, correlation and regression, and discriminant analysis.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 1 hour of classes in the ST.
Lectures will run in weeks 1-10 and classes in weeks 2-11.
Formative coursework: Students are given weekly exercises to work on for discussion in class.
Indicative reading: Malhotra, N.K., D.F. Birks and P.A. Wills (2012) Marketing Research: An Applied Research (Fourth edition), Pearson (earlier editions are also fine)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST308 Half Unit
Bayesian Inference

This information is for the 2017/18 session.

Teacher responsible: Dr Wai-Fung Lam COL 6.09
Availability: This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit

and to General Course students.
Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). ST202 is also recommended.
Course content: Statistical decision theory: risk, decision rules, loss and utility functions, Bayesian expected loss, Frequentist risk. Bayesian Analysis: Bayes theorem, prior, posterior and predictive distributions, conjugate models (Normal-Normal, Poisson-Gamma, Beta-Binomial), Bayesian point estimation, credible intervals and hypothesis testing, Bayes factors and model selection. Comparison with Frequentist approaches.
Implementation: Asymptotic approximations (Laplace approximation, Monte Carlo methods, stochastic simulation), Markov Chain Monte Carlo (MCMC) simulation (Gibbs sampler, Metropolis-Hastings algorithm). Computer tools (R, WinBUGS).
Illustration via applications in Regression (Linear, ANOVA, Multiple, Generalized Linear Models), Hierarchical/ Multilevel Models and Time Series.
Teaching: 20 hours of lectures and 9 hours of computer workshops in the LT. 2 hours of lectures in the ST.
There will be no reading week in week 6, but there will be no lectures and classes in week 11.
Formative coursework: Optional problem sets and computer exercises.
Indicative reading: P.M. Lee, Bayesian Statistics. An introduction. J.O. Berger, Statistical Decision Theory and Bayesian Analysis. D. Gamerman, H. F. Lopes, Markov Chain Monte Carlo: Stochastic Simulation for Bayesian Inference. A. Gelman, Bayesian data analysis.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Project (20%) in the ST.

ST312 Half Unit
Applied Statistics Project

This information is for the 2017/18 session.

Teacher responsible: Dr Wicher Bergsma COL.6.06
Availability: This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Statistics with Finance. This course is not available as an outside option nor to General Course students.
Pre-requisites: Students must have completed Elementary Statistical Theory (ST102).
Course content: Students will produce a project involving a critical investigation and collation of statistical data on a topic of their own interest.
Teaching: 9 hours of seminars and 3 hours of workshops in the MT. 7 hours of workshops in the ST.
Students on this course will have a research week in week 6 where they can look up data sources for their assessed project.
Formative coursework: Oral presentation at the end of MT.
Indicative reading: ukdataservice.ac.uk, www.google.com/publicdata, data.worldbank.org
Assessment: Project (90%) and presentation (10%) in the ST.

ST326 Half Unit Not available in 2017/18
Financial Statistics

This information is for the 2017/18 session.

Teacher responsible: Prof Pauline Barrieu COL.6.03
Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: ST202 Probability, Distribution Theory and Inference.
Course content: The course covers key statistical methods and data analytic techniques most relevant to finance. Hands-on experience in analysing financial data in the "R" environment is an essential part of the course. The course includes a selection of the following topics: obtaining financial data, low- and high-frequency financial time series, ARCH-type models for low-frequency volatilities and their simple alternatives, Markowitz portfolio theory and the Capital Asset Pricing Model, statistics and machine learning in financial forecasting, Value at Risk, simple trading strategies, statistics of fixed income finance, derivative instruments from the statistical viewpoint.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 9 problem sets in the MT.
Indicative reading: Lecture notes will be provided
Lai, T.L. And Xing H. (2008) Statistical Models and Methods for Financial Markets. Springer. Tsay, R. S. (2005) Analysis of Financial Time Series. Wiley. Ruppert, D. (2004) Statistics and Finance – an introduction. Springer. Fan, Yao (2003) Nonlinear Time Series. Hastie, Tibshirani, Friedman (2009) The Elements of Statistical Learning. Haerdle, Simar (2007) Applied Multivariate Statistical Analysis.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST327
Market Research: An Integrated Approach

This information is for the 2017/18 session.

Teacher responsible: Dr James Abdey COL.7.09 and Mr Karsten Shaw
Availability: This course is available on the BSc in Business Mathematics and Statistics, BSc in Management and BSc in Statistics with Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.
Pre-requisites: Students must have completed one of the following: Elementary Statistical Theory (ST102), Statistics for Management Sciences (ST203), Econometrics: Theory and Applications (MG205), Analytical Methods for Management (MG202), or equivalent. Not to be taken with ST307.
Course content: The main ideas and applications of market research techniques. ST327.1 Topics covered are introduction to market research, defining the market research problem, research design, internal secondary data and the use of databases, qualitative research: focus group discussions, projective techniques, survey and quantitative observation techniques, measurement and scaling: fundamentals, comparative and non-comparative scaling, questionnaire design, sampling: design and procedures, final and initial sample size determination, cross-tabulation and hypothesis testing, analysis of variance and covariance, correlation and regression, discriminant analysis, factor analysis, cluster analysis and conjoint analysis. ST327.2 Case Studies: Students use the information and techniques gained from ST327.1 to carry out a co-operative Market Research Case Study. Individual write up of the Case Study forms part of the assessment.
Teaching: 20 hours of lectures and 10 hours of classes in the MT. 6 hours of lectures in the LT. 1 hour of classes in the ST.
Lectures will run in weeks 1-10 and classes in weeks 2-11.
Formative coursework: Students are given weekly exercises to work on for discussion in class
Indicative reading: Malhotra, N.K., D.F. Birks and P.A. Wills (2012) Marketing Research: An Applied Research (Fourth edition), Pearson (earlier editions are also fine)
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Coursework (25%) in the ST.
Presentation (15%) in the LT.

The assessed Case Study work is split into two parts; a group presentation and an individual piece of coursework.

ST330
Stochastic and Actuarial Methods in Finance

This information is for the 2017/18 session.

Teacher responsible: Prof Pauline Barrieu COL 6.03 and Dr Erik Baurdoux COL 6.04
Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics and BSc in Statistics with Finance. This course is not available as an outside option. This course is available to General Course students.
Pre-requisites: Students must have completed:
EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206)
AND Stochastic Processes (ST302).
Course content: Applications of stochastic processes and actuarial models in finance. Utility theory. Stochastic dominance and portfolio selection. Measures of investment risk. Mean-variance portfolio theory. Single and multifactor models. The Capital Asset Pricing Model. The efficient market hypothesis. Stochastic models for security prices and estimating their parameters. Option pricing: general framework in discrete and continuous time, the Black-Scholes analysis and numerical procedures (binomial models and Cox-Ross-Rubinstein models). The term structure of interest rates: the Vasicek, the Cox-Ingersoll-Ross and other models. Introduction to credit risk.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. Students will work on and submit formative coursework towards the end of MT and a second set of formative coursework towards the end of LT. Feedback and solutions will be provided
Formative coursework: Two sets of hand-in exercises will also be given during the year.
Indicative reading: N H Bingham & R Kiesel, Risk Neutral Valuation; A Cerny, Mathematical Techniques in Finance: Tools for Incomplete Markets; J Hull, Options, Futures & Other Derivatives; R Jarrow & S Turnbull, Derivative Securities; D Luenberger, Investment Science; Institute of Actuaries core reading notes, Subject CT8.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

Diploma
Programme Regulations

Key to Diploma Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 17/18) means not available in the 2017/18 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

Diploma in Accounting and Finance

Programme code: TDAF
Department: Accounting
Students must take four courses as shown.

Paper	**Course number and title**	
1	FM212	Principles of Finance*
2	AC211	Managerial Accounting **or**
	AC330	Financial Accounting Analysis and Valuation ***or***
	AC490	Management Accounting, Decisions and Control (H) **and**
	AC491	Financial Accounting, Reporting and Disclosure (H)
3 & 4	Courses to the value of two full units from the following:	
	AC211	Managerial Accounting ***or***
	AC330	Financial Accounting, Analysis and Valuation (if not already selected under Paper 2 above) **or**
	AC310	Management Accounting, Financial Management and Organisational Control
	AC340	Auditing, Governance and Risk Management
	AC470	Accounting in the Global Economy (H)
	EC201	Microeconomic Principles I
	EC202	Microeconomic Principles II
	EC210	Macroeconomic Principles
	EC313	Industrial Economics
	EC220	Introduction to Econometrics
	MA107	Quantitative Methods (Mathematics) ***and***
	ST107	Quantitative Methods (Statistics)
	LL209	Commercial Law
	MG203	Organisational Theory and Behaviour (not available 2017/18)
	MG4G4	Topics in Management Research (H)
	EH240	British Business and Economic Performance since 1945: Britain in International Context
	Any other course with the approval of the Programme Director §	
Notes	§ means by special permission only.	

* by special permission of the Course Leaders, students may substitute FM300 Corporate Finance Investments and Financial Markets or FM320 Quantitative Finance.
This programme is externally accredited by the ACCA.
Further information is available on the Department of Accounting website lse.ac.uk/collections/accounting/.

Taught Master’s Programme Regulations

Key to Taught Master's Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 17/18) means not available in the 2017/18 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

MSc in Accounting and Finance

Programme Code: TMAF
Department: Accounting
This information is for the 2017/18 session.
Academic-year programme. Students must take courses to the value of four units as shown.

Paper	Course number and title	
1	FM430	Corporate Finance and Asset Markets ***or***
	FM429	Asset Markets A (H) ***and*** FM431M Corporate Finance A (H) ***or*** FM431L Corporate Finance A (H)
	Or another approved paper*	
2	Students should select two papers to the value of one full unit:	
	AC416	Topics in Financial Reporting (H) # ***and*** AC417 Corporate Financial Disclosure and Investor Relations (H) ***or***
	AC411	Accounting, Strategy and Control (H) ***and*** AC416 Topics in Financial Reporting (H) # ***or***
	AC415	Management Accounting for Decision Making (H) ***and*** AC416 Topics in Financial Reporting (H) # ***or***
	AC411	Accounting, Strategy and Control (H) ***and*** AC415 Management Accounting for Decision Making (H)
3 & 4	Students should select remaining papers to the value of two full units:	
	AC411	Accounting, Strategy and Control (H) (if not taken under Paper 2)
	AC412	Accountability, Organisations and Risk Management (H)
	AC415	Management Accounting for Decision Making (H) (if not taken under Paper 2)
	AC416	Topics in Financial Reporting (H) (if not taken under Paper 2) #
	AC417	Corporate Financial Disclosure and Investor Relations (H) (if not taken under Paper 2)
	AC444	Valuation and Security Analysis (H)
	AC470	Accounting in the Global Economy (H)
	FM402	Financial Risk Analysis (H)
	FM404	Forecasting Financial Time Series (H)**
	FM412	Quantitative Security Analysis (H)
	FM413	Fixed Income Markets (H)
	FM421	Applied Corporate Finance (H)
	FM441	Derivatives (H)
	FM442	Quantitative Methods for Finance and Risk Analysis (H)**
	FM445	Portfolio Management (H)
	FM447	Global Financial Systems (H)
	FM472	International Finance (H)
	FM476	Entrepreneurial Finance (H)
	GY462	Real Estate Finance (H)
	LL4BK	Corporate Crime (H)
	LL4BL	Financial Crime (H)
	MG4D5	Leadership in Organisations: Theory and Practice (H)
	Any other course *	
	Students can also take a dissertation in ***either*** accounting ***or*** finance (students cannot take two dissertations):	
	AC499	Dissertation
	FM499	Dissertation (not available 2017/18)

Notes Students may elect to have their degree specialisation indicated on their degree certificate. Students who take both AC470 and FM472 as Paper 3 may choose to have ***MSc Accounting and Finance: International Accounting and Finance*** on their certificate. Students who take two half units of AC411 or AC415 or AC416 or AC417 as Paper 3 may choose to have ***MSc Accounting and Finance: Accounting and Financial Management*** on their certificate. Students taking finance courses to the equivalent of two full units as Papers 3 and 4 may choose to have ***MSc Accounting and Finance: Finance*** on their certificate.
* means by special permission only.
** Students taking this course can apply for a place on FM457 Applied Computational Finance, a non-assessed computer course.
\# AC480 Quantitative Methods in Accounting and Finance is a pre requisite for this course. AC480 runs over a 9-day period before the start of MT.

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Accounting, Organisations and Institutions

Programme Code: TMACORIN
Department: Accounting
This information is for the 2017/18 session.
Academic-year programme. Students take courses to the value of four units. There is also a pre-sessional course held in the week before MT: AC425 MSc Accounting, Organisations and Institutions: Pre-sessional course.

Paper	Course number and title	
1	AC424	Accounting, Organisations and Institutions
2	AC490	Management Accounting, Decisions and Control (H) *
	AC491	Financial Accounting, Reporting and Disclosure (H) *
3 & 4	Courses to the value of two units:	
	AC411	Accounting, Strategy and Control (H)
	AC415	Management Accounting for Decision Making (H)
	AC416	Topics in Financial Reporting (H) #
	AC417	Corporate Financial Disclosure and Investor Relations (H)
	AC444	Valuation and Security Analysis (H)
	AC470	Accounting in the Global Economy (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	EH463	The Long-Run Analysis of Firms and Industries (H)
	EH464	The Historical Context of Business (H)
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries
	FM473L	Finance I (H)
	FM473M	Finance I (H)
	FM474L	Managerial Finance (H)
	FM474M	Managerial Finance (H)
	LL4BE	Principles of Financial Regulation (H) (not

available 2017/18)
LL4BF International Financial Regulation (H)
LL4BX Corporate Governance - Advanced Topics (H) (not available 2017/18)
MG476 Corporate Social Responsibility and International Labour Standards (H)(not available 2017/18)
SO469 Risk and Governance: A Sociological Approach (H)
Any course with the approval of the Programme Director

Notes * Students with a substantive and verifiable background in accounting must do as Paper 2 either (AC416 and AC417) ***or*** (AC411 and AC416) ***or*** (AC415 and AC416) ***or*** (AC411 and AC415). Students with prior background in management accounting only must do as Paper 2 AC415 and AC491. # AC480 Quantitative Methods in Accounting and Finance is a pre requisite for this course. AC480 runs over a 9-day period before the start of MT.

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in African Development

Programme Code: TMAFDV
Department: International Development
Full-year programme. Students take courses to the value of three full units and a dissertation as shown.
This information is for the 2017/18 session.

Paper	Course number and title	
1	DV418	African Development (H)
	DV435	African Political Economy (H)
2	A choice of:	
	DV400	Development: History, Theory and Policy ***or***
	DV431	Development Management ***or***
	A combination of DV442 Key Issues in Development Studies (H) ***and*** one of the following:	
	DV420	Complex Emergencies (H)
	DV421	Global Health and Development (H)
	DV424	International Institutions and Late Development (H)
	DV428	Managing Humanitarianism (H)
3	Courses to the value of one unit not already taken under Paper 2 or from the following:	
	DV407	Poverty (H)
	DV411	Population and Development: An Analytical Approach (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	DV423	Global Political Economy of Development (H)
	DV424	International Institutions and Late Development (H)
	DV432	China in Developmental Perspective (H) (not available 2017/18)
	DV433	The Informal Economy and Non-State Governance (H) (not available 2017/18)
	DV434	Human Security (H) (not available 2017/18)
	DV446	Technical Change, Paradigm Shifts and Global Development (H) (withdrawn 2017/18)
	DV447	Public Affairs, International Development and Gendered Violence (H) (not available 2017/18)
	DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (H)
	DV455	Advocacy, Campaigning and Grassroots Activism (H)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
	DV483	Information Communication Technologies and Socio-economic Development (H)
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
	DV491	Economic Development Policy II: Microeconomic Analysis (H)
	DV492	Economic Development Policy III: Government Policy Analysis (H)
	AN436	The Anthropology of Development (H)
	GI409	Gender, Globalisation and Development: An Introduction (H)
	GI411	Gender, Postcolonialism, Development: Critical Perspectives and New Directions (H)
	GI418	Feminist Economics and Policy: An Introduction (H)
	GI420	Globalisation, Gender and Development: Policy and Practice (H)
	GV483	Public Management Theory and Doctrine (H)
	GV4C2	Globalisation, Conflict and Post-Conflict Reconstruction (H)
	GY403	Contemporary Debates in Human Geography (H)
	GY407	Globalization, Regional Development and Policy
	GY408	Local Economic Development and Policy (not available 2017/18)
	GY409	Globalization and Regional Development (H)
	GY410	Economics of Local and Regional Development (H)
	GY421	Gender and Development : Geographical Perspectives (H) (not available 2017/18)
	GY423	Environment and Development
	GY431	Cities, People and Poverty in the South (H)
	GY432	Urban Ethnography (H)
	GY447	The Economics of Regional and Urban Planning (H)
	GY464	Race and Space (H) (not available 2017/18)
	GY467	Global Migration and Development (H) (not available 2017/18)
	GY468	Environment and Development: Sustainability, Technology and Business (H)
	GY469	Environment and Development: Ecosystem Services and the Global South (H)
	IR461	Islam in World Politics
	MG402	Public Management: A Strategic Approach (H)
	MG4B7	Organisational Change (H)
	SA4E6	Rural Development and Social Studies (H) (with permission) (not available 2017/18)
	Other relevant courses with permission of degree programme and course managers.	
4	DV410	Research Design and Dissertation in International Development **and**
	DV445	Research Themes in International Development (non-assessed)

MSc in Anthropology and Development

Programme Code: TMANDV
Department: Anthropology
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, a dissertation and optional courses to the value of one unit. Written papers will be taken in the summer term and the dissertation must be submitted in September. Attendance at seminars and at non-assessed tutorials is compulsory.

Paper	Course number and title	
1	AN436	The Anthropology of Development (H) ***and either***

	AN456	Anthropology of Economy (1): Production and Exchange (H) ***or***
	AN457	Anthropology of Economy (2): Transformation and Globalisation (H)
2	DV400	Development: History, Theory and Policy ***or***
	DV442	Key Issues in Development Studies (H) ***and***
	One half unit in Development (DV4**) from Paper 3.	
3	One full unit from the following:	
	A paper from Paper 1 or 2 above not already taken	
	AN402	The Anthropology of Religion
	AN404	Anthropology: Theory and Ethnography
	AN405	The Anthropology of Kinship, Sex and Gender
	AN419	The Anthropology of Christianity (H) (not available 2017/18)
	AN420	The Anthropology of South-East Asia (H) (not available 2017/18)
	AN424	The Anthropology of Melanesia (H)
	AN437	Anthropology of Learning and Cognition
	AN439	Anthropology and Human Rights (H) (not available 2017/18)
	AN444	Investigating the Philippines- New Approaches and Ethnographic Contexts (H) (not available 2017/18)
	AN447	China in Comparative Perspective
	AN451	Anthropology of Politics (H)
	AN458	Children and Youth in Contemporary Ethnography (H) (not available 2017/18)
	AN459	Anthropology and Media (H) (not available 2017/18)
	AN461	The Anthropology of Ontology (H) (not available 2017/18)
	AN463	Borders and Boundaries: Ethnographic Approaches (H)
	AN467	The Anthropology of South Asia (H) (not available 2017/18)
	AN469	The Anthropology of Amazonia (H)
	AN473	Anthropological Approaches to Value (H)
	AN474	Subjectivity and Anthropology (H) (not available 2017/18)
	AN475	The Anthropology of Revolution (H)
	AN476	Anthropology and the Anthropocene (H)
	DV407	Poverty (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	DV418	African Development (H)
	DV420	Complex Emergencies (H)
	DV428	Managing Humanitarianism (H)
	DV429	Global Civil Society (H) (not available 2017/18)
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
	DV491	Economic Development Policy II: Microeconomic Analysis (H)
	DV492	Economic Development Policy III: Government Policy Analysis (H)
	GY467	Global Migration and Development (H) (not available 2017/18)
	Any other courses offered by Anthropology or Development Studies, as approved	
4	AN499	Dissertation

MSc in Anthropology and Development Management

Programme Code: TMANDVMG
Department: Anthropology
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, a dissertation and optional courses to the value of one unit. Written papers will be taken in the summer term and the dissertation must be submitted in September. Attendance at seminars and at non-assessed tutorials is compulsory.

Paper	Course number and title	
1	AN436	The Anthropology of Development (H) ***and either***
	AN456	Anthropology of Economy (1): Production and Exchange (H) ***or***
	AN457	Anthropology of Economy (2): Transformation and Globalisation (H)
2	DV431	Development Management
3	One full unit from the following:	
	A paper from Paper 1 above not already taken	
	AN402	The Anthropology of Religion
	AN404	Anthropology: Theory and Ethnography
	AN405	The Anthropology of Kinship, Sex and Gender
	AN419	The Anthropology of Christianity (H) (not available 2017/18)
	AN420	The Anthropology of South-East Asia (H) (not available 2017/18)
	AN424	The Anthropology of Melanesia (H)
	AN437	Anthropology of Learning and Cognition
	AN439	Anthropology and Human Rights (H) (not available 2017/18)
	AN444	Investigating the Philippines- New Approaches and Ethnographic Contexts (H) (not available 2017/18)
	AN447	China in Comparative Perspective
	AN451	Anthropology of Politics (H)
	AN458	Children and Youth in Contemporary Ethnography (H) (not available 2017/18)
	AN459	Anthropology and Media (H) (not available 2017/18)
	AN461	The Anthropology of Ontology (H) (not available 2017/18)
	AN463	Borders and Boundaries: Ethnographic Approaches (H)
	AN467	The Anthropology of South Asia (H) (not available 2017/18)
	AN469	The Anthropology of Amazonia (H)
	AN473	Anthropological Approaches to Value (H)
	AN474	Subjectivity and Anthropology (H) (not available 2017/18)
	AN475	The Anthropology of Revolution (H)
	AN476	Anthropology and the Anthropocene (H)
	DV407	Poverty (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	DV418	African Development (H)
	DV420	Complex Emergencies (H)
	DV428	Managing Humanitarianism (H)
	DV429	Global Civil Society (H) (not available 2017/18)
	DV442	Key Issues in Development Studies (H)
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
	DV491	Economic Development Policy II: Microeconomic Analysis (H)
	DV492	Economic Development Policy III: Government Policy Analysis (H)
	GY467	Global Migration and Development (H) (not available 2017/18)
	Any other courses offered by Anthropology or Development Studies, as approved	
4	AN499	Dissertation

MSc in Applicable Mathematics

Programme Code: TMAPMA
Department: Mathematics
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of

four full units.

Paper	Course number and title	
1	One from:	
	MA407	Algorithms and Computation (H)
	MA421	Advanced Algorithms (H)
2, 3 & 4	Three from:	
	MA402	Game Theory I (H) *
	MA408	Discrete Mathematics and Graph Theory (H)
	MA409	Continuous-Time Optimisation (H)
	MA410	Information, Communication and Cryptography (H)
	MA411	Probability and Measure (H)
	MA412	Functional Analysis and its Applications (H)
	MA413	Games of Incomplete Information (H)
	MA414	Stochastic Analysis (H)
	MA418	Preferences, Optimal Portfolio Choice, and Equilibrium (H)
	MA419	Search Games (H) (not available 2017/18)
	MA420	Quantifying Risk and Modelling Alternative Markets (H)
	MA421	Advanced Algorithms (H) (if not taken under Paper 1)
	MA427	Mathematical Optimisation (H)
	MA428	Combinatorial Optimisation (H)
	MA429	Algorithmic Techniques for Data Mining (H)
	MA430	Efficient algorithms for Hard Optimisation Problems (H) (not available 2017/18)
	MA431	Advanced Topics in Operations Research and Applicable Mathematics (H) (not available 2017/18)
5 & 6	Courses to the value of two half-units from:	
	FM402	Financial Risk Analysis (H)
	FM430	Corporate Finance and Asset Markets
	FM441	Derivatives (H)
	FM442	Quantitative Methods for Finance and Risk Analysis (H) **
	EC484	Econometric Analysis
	EC487	Advanced Microeconomics
	GV4A3	Social Choice Theory and Democracy (H) (not available 2017/18)
	MG409	Auctions and Game Theory (H)
	MG4C1	Techniques of Operational Research (H) (withdrawn 2017/18)
	MG4C5	Modelling in Applied Statistics and Simulation (H) (withdrawn 2017/18)
	MG4C8	Model Building in Mathematical Programming (H) (withdrawn 2017/18)
	ST409	Stochastic Processes (H)
	ST418	Non-Linear Dynamics and the Analysis of Real Time Series (H)
	ST422	Time Series (H)
	Another half unit from the list under Papers 2, 3 and 4 above, or any other paper with the approval of the Programme Director and the teacher responsible for the course. ***	
7	MA498	Dissertation in Mathematics

Notes * This option will not be available to those who have already studied MA300 and MA301, or who have studied this subject as part of an undergraduate degree.
** Students taking this course can apply for a place on FM457 Applied Computational Finance, a non-assessed computer course.
*** Students may not take MA415, MA416, MA417 or MA424.

MSc in China in Comparative Perspective

Programme code: TMCHCP
Department: Anthropology
This information is for the 2017/18 session.

Full-year programme. Students must take one compulsory course, select optional courses to the value of two units, and write a dissertation, as shown below. Attendance at seminars and at non-assessed tutorials is compulsory.

Students intending to use this degree to convert to a discipline in which they hope to qualify to do a research degree, should choose all their options (Papers 2 and 3) in that discipline. At least one option should be a general introduction to that discipline (e.g. Paper 2 courses) and others can be found on the departmental website the student is interested in.

Otherwise students select courses from Paper 3 (these courses expect students from this MSc) or they can choose other options not listed below. In either case, the student must email the teacher responsible for the course, backing up their request to join it.

Paper	**Course number and title**	
1	AN447	China in Comparative Perspective
2	**Either**	
	One full-unit course from the following:	
	AN404	Anthropology: Theory and Ethnography
	EH482	Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries
	Or	
	For students who do not wish to advance their first degree in one of the disciplines above, courses to the value of one-full unit from Paper 3.	
3	Courses to the value of one full-unit from the following:	
	AN402	The Anthropology of Religion
	AN405	The Anthropology of Kinship, Sex and Gender
	AN436	The Anthropology of Development (H)
	AN439	Anthropology and Human Rights (H) (not available 2017/18)
	AN451	Anthropology of Politics (H)
	AN456	Anthropology of Economy (1): Production and Exchange (H)
	AN457	Anthropology of Economy (2): Transformation and Globalisation (H)
	AN459	Anthropology and Media (H) (not available 2017/18)
	AN473	Anthropological Approaches to Value (H)
	DV411	Population and Development: an Analytical Approach (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	DV432	China in Developmental Perspectives (H) (not available 2017/18)
	EH446	Economic Development in East and Southeast Asia (not available 2017/18)
	EU443	European Models of Capitalism (H)
	GV427	Democracy in East and South Asia (H)
	GV432	Government and Politics in China (H)
	GV467	Introduction to Comparative Politics (H)
	GV4H1	Chinese Political Thought (H) (not available 2017/18)
	GY438	Cities and Social Change in East Asia (H)
	GY480	Remaking China: Geographical aspects of Development and Disparity (H) (not available 2017/18)
	HY461	East Asia in the Age of Imperialism, 1839-1945 *
	HY472	China and the External World, 1711-1839
	Courses to the value of one full-unit from MSc International Relations (Papers 2 & 3), subject to availability and the approval of the relevant course convenor. The following courses would be particularly appropriate:	
	IR411	Foreign Policy Analysis III
	IR418	International Politics: Asia and the Pacific (not available 2017/18)
	IR462	Introduction to International Political Theory (H)
	IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn

		2017/18)
	IR464	The Politics of International Law (H)
	Courses to the value of one full-unit in Social Policy chosen from the following, subject to availability and the approval of the relevant course convenor:	
	SA488	Social Policy: Goals and Issues (H)
	SA4C8	Global Social Policy and International Organisations (H)
	SA4C9	Social Policy - Organization and Innovation (H)
	SA4D2	Global Health and Population Change (H)
	SA4L1	The Governance of Welfare: The Nation State and the European Union (H)
	Other Anthropology courses (to the value of one full-unit) may be taken, subject to the approval of the Programme Director.	
4	AN498	Dissertation - MSc China in Comparative Perspective
Notes	* subject to space	

MSc in City Design and Social Science

Programme code: TMCIDSS
Department: Sociology
This information is for the 2017/18 session.

Full-year programme which can also be taken part-time over three years. Students must take the City Design: Research Studio course, two compulsory half-unit courses, an independent project, and one unit of optional courses.

Paper	**Course number and title**	
1	SO448	City Design: Research Studio
2 & 3	Courses to the value of one full unit from the following:	
	SO451	Cities by Design (H)
	SO465	City-Making: the Politics of Urban Form (H)
	SO477	Urban Social Theory (H)
4	Courses to the value of one full unit from the following:	
	GY409	Globalisation and Regional Development (H)
	GY410	Economics of Local and Regional Development (H)
	GY431	Cities, People and Poverty in the South (H)
	GY432	Urban Ethnography (H)
	GY438	Cities and Social Change in East Asia (H)
	GY439	Cities, Politics and Citizenship (H)
	GY441	The Politics of Housing (H)
	GY446	Planning for Sustainable Cities (H) (not available 2017/18)
	GY448	Social and Political Aspects of Regional and Urban Planning (H)
	GY455	Economic Appraisal and Valuation (H)
	GY479	Urban Revolutions (H)
	SA429	Understanding Social (Dis)advantage (H)
	SA4C6	International Housing and Human Settlements (H)
	SA4F9	Housing, Neighbourhoods and Communities (H)
	SO451	Cities by Design (H) (if not chosen under Papers 2 & 3)
	SO465	City-Making: the Politics of Urban Form (H) (if not chosen under Papers 2 & 3)
	SO473	Crime, Control and the City (H)
	SO475	Material Culture and Design (H)
	SO477	Urban Social Theory (H) (if not chosen under Papers 2 & 3)
	SO480	Urban Inequalities (H)
	SO483	Social Change Organizations (H)
5	SO449	Independent Project
	Any other course in the Department of Sociology, or other departments §, by agreement with the course tutor	
Notes	§ means by special permission only.	

MSc in Comparative Politics

Programme code: TMCP
Department: Government
This information is for the 2017/18 session.

Full-year programme. Students must take papers to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. All students, except those opting for No Specialism, must choose one of the following streams: Democracy and Democratization, Nationalism and Ethnic Politics, Comparative Political Economy, Popular Politics, Comparative Political Institutions, Politics of the Developing World, and take a minimum of one full unit from within that stream.

Core Elements

Paper	**Course number and title**	
1	GV467	Introduction to Comparative Politics (H)
2	GV499	Dissertation

Specialisms

Democracy and Democratization

Paper	**Course number and title**	
3	GV4E1	Comparative Democratization in a Global Age (H)
4	Courses to the value of one half unit from the following:	
	GV427	Democracy in East and South Asia (H)
	GV442	Globalisation and Democracy (H) (not available 2017/18)
	GV444	Democracy and Development in Latin America (H)
	GV4C9	Democratization and its Discontents in Southeast Asia (H)
	GV4E2	Capitalism and Democracy (H)
	GV4J4	Citizen Representation and Democracy in the European Union (H)
5	Courses to the value of 1.5 units, either from Paper 4 above, or from the approved paper option list.	

Nationalism and Ethnic Politics

Paper	**Course number and title**	
3	Courses to the value of one full unit from the following:	
	EU457	Culture and Security in Global Politics (H)
	GV439	Government and Politics in Central and Eastern Europe (H)
	GV465	War, Peace and the Politics of National Self-Determination (H)
	GV4B9	The Second Europe (H)
	GV4C7	Warfare and National Identity (H) (not available 2017/18)
	GV4E8	Conflict and Institutional Design in Divided Societies (H)
	GV4G5	The History and Politics of the Middle East
	GV4J9	Populism (H)
	GV4H7	Subnational Politics in Comparative Perspective (H) (withdrawn 2017/18)
4	Courses to the value of 1.5 units, either from Paper 3 above, or from the approved paper option list.	

Comparative Political Economy

Paper	**Course number and title**	
3	Courses to the value of 1 full unit from the following:	
	GV441	States and Markets (H)
	GV4D4	The Politics of Inequality and Redistribution (H)
	GV4E2	Capitalism and Democracy (H)
4	One half-unit from the following:	
	DV435	African Political Economy (H)
	GV4D4	The Politics of Inequality and Redistribution (H)
	GV4E2	Capitalism and Democracy (H)
	GV4F8	Institutions in the Global Economy (H)
	SA4M1	Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
5	Courses to the value of 1 unit, either from Paper 4 above, or from the approved paper option list.	

Popular Politics

Paper	**Course number and title**	
3	Courses to the value of one full unit unit from the	

following:
GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H)
GV4C9 Democratization and its Discontents in Southeast Asia (H)
GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H)
GV4F2 Popular Politics in the Middle East (H)
GV4J4 Citizen Representation and Democracy in the European Union (H)

4 Courses to the value of 1.5 units, either from Paper 3 above, or from the approved paper option list.

Comparative Political Institutions

Paper Course number and title

3 Courses to the value of 1 unit from the following:
GV443 The State and Political Institutions in Latin America (H)
GV4C4 Legislative Politics: US (H) (not available 2017/18)
GV4C6 Legislative Politics: European Parliament (H) (not available 2017/18)
GV4D5 Organisations, Power and Leadership (H)
GV4E8 Conflict and Institutional Design in Divided Societies (H)

4 Courses to the value of 1.5 units, either from Paper 3 above, or from the approved paper option list.

Politics of the Developing World

Paper Course number and title

3 Courses to the value of 1 unit from the following:
DV435 African Political Economy (H)
GV427 Democracy in East and South Asia (H)
GV432 Government and Politics in China (H)
GV443 The State and Political Institutions in Latin America (H)
GV444 Democracy and Development in Latin America (H)
GV4F2 Popular Politics in the Middle East (H)
GV4F9 The Challenges of Governance and Conflict in Sub-Saharan Africa (H)
GV4G5 The History and Politics of the Modern Middle East

4 Courses to the value of 1.5 units, either from Paper 3 above, or from the approved paper option list.

No specialism

Paper Course number and title

3 Courses to the value of 2.5 units from any of the specialisms or from the approved paper option list.
Approved Paper Option List (for all Comparative Politics streams) Any course listed under a specialism that has not already been taken †
AN436 The Anthropology of Development (H) *
AN451 Anthropology of Politics (H) *
DV435 African Political Economy (H)
EU457 Culture and Security in Global Politics (H) *
EU475 Muslims in Europe (H)
EU447 Democracy, Ideology and the European State (H) *
EU481 The Future: Political Responses to a Challenge (H) (not available 2017/18)
GI413 Gender and Militarisation (H) *
GV439 Government and Politics in Central and Eastern Europe (H)
GV4A5 International Migration and Immigration Management (H)
GV4B8 The Politics of Civil Wars (H) (not available 2017/18)
GV4B9 The Second Europe (H)
GV4C2 Globalisation, Conflict and Post-Conflict Reconstruction (H)
GV4H2 Contemporary India: The World's Largest Democracy in the Early 21st Century (H)
GV4H7 Subnational Politics in Comparative Perspective (H) (withdrawn 2017/18)
GV4J3 Public Opinion, Political Psychology and Citizenship (H)
GV4J9 Populism (H)
HY411 European Integration in the Twentieth Century *
IR411 Foreign Policy Analysis III *
IR482 Russia and Eurasia: Foreign and Security Policies (not available 2017/18)
MY421M ***or*** MY421LQualitative Research Methods (H)
MY426 Doing Ethnography (H) (L)
MY451M ***or*** MY451L Introduction to Quantitative Analysis (H)
MY452M **or** MY452L Applied Regression Analysis (H)
SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H) *
A course from the Government Department or another department, with the consent of the convener of MSc Comparative Politics and the teacher of the course.

Notes † Students on a particular specialism will have automatic right of entry to the courses listed under the specialism. Other students will have access subject to availability.
* Approval from the teacher of the course is required.

MSc in Conflict Studies

Programme code: TMCS
Department: Government
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of four full units.

Paper Course number and title

1 GV4G4 Comparative Conflict Analysis (H)
MY421M ***or*** MY421LQualitative Research Methods (H) ***or*** MY451M ***or*** MY451L Introduction to Quantitative Analysis (H)

2 Courses to the value of 0.5 unit from the following:
GV4A8 Nationalist Conflict, Political Violence and Terrorism (H) (not available 2017/18)
GV4B8 The Politics of Civil Wars (H) (not available 2017/18)
GV4C2 Globalisation, Conflict and Post-Conflict Reconstruction (H)
GV4D3 Local Power in an Era of Democratisation and Decentralisation (H)
GV4E3 Democratisation, Conflict and Statebuilding (H) (not available 2017/18)
GV4E8 Conflict and Institutional Design in Divided Societies (H)
GV4H9 Armed Groups: Violence, Governance, and Mobilization (H)

3 Courses to the value of 1.5 units from Paper 2 if not already taken or from the following:
GV439 Government and Politics in Central and Eastern Europe (H)
GV479 Nationalism (not available 2017/18)
GV4B9 The Second Europe (H)
GV4C7 Warfare and National Identity (H) (not available 2017/18)
GV4C9 Democratization and its Discontents in Southeast Asia (H)
GV4E1 Comparative Democratisation (H)
GV4F2 Popular Politics in The Middle East (H)
GV4F9 The Challenges of Governance and Conflict in Sub-Saharan Africa (H)
GV4G5 The History and Politics of the Modern Middle East (H)
GV4H7 Subnational Politics in Comparative Perspective (H) (withdrawn 2017/18)
DV428 Managing Humanitarianism

	DV434	Human Security (H) (not available 2017/18)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (H)
	EU457	Culture and Security in Global Politics (H)
	EU458	Public Policy and Cultural Narratives in a Global Europe (H)
	GI413	Gender and Militarisation (H)
	GI425	Women, Peace and Security (H)
	HY436	Race, Violence and Colonial Rule in Africa
	IR449	Conflict and Peacebuilding (H)
	IR461	Islam in World Politics
	IR466	Genocide (H)
	LL468	Human Rights Law: The European Convention on Human Rights (H)
	LL475	Terrorism and the Rule of Law (H)
	LL4A8	International Law and the Use of Force (H)
	A half-unit course from the Government Department or another department (with the consent of the programme director and the teacher of the course).	
4	GV499	Dissertation

MSc in Criminal Justice Policy

Programme code: TMCJP
Department: Social Policy
This information is for the 2017/18 session.
Full-year programme. Students must take one compulsory course, non-assessed course SA4C1, optional courses to the value of two full units and a dissertation.

Paper	Course number and title	
1	SA403	Criminal Justice Policy
2	Choose to the value of up to two full units from the following optional courses:	
	LL4BC	Policing and Police Powers (H) (withdrawn 2017/18)
	LL4BD	Policing: Contemporary Issues and Controversies (H) (withdrawn 2017/18)
	LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (H)
	LL4K7	Mental Health Law: The Criminal Context (H)
	SA429	Understanding Social (Dis)advantage (H)
	SA488	Social Policy: Goals and Issues (H)
	SA4B8	Ethnicity, Race and Social Policy (H)
	SA4C9	Social Policy: Organization and Innovation (H)
	SA4G8	The Third Sector (H)
	SA4K5	Issues in Contemporary Policing (H)
	SA4L6	Illegal Drugs and Their Control: Theory, Policy and Practice (H)
	SA4L7	Policing, Security and Globalisation (H)
	SA4N8	Riots, Disorder and Urban Violence (H)
	SO473	Crime, Control and the City (H)
3	If less than two units are taken from Paper 2, then choose from these further optional courses:	
	LL4AR	International Criminal Law: Core Crimes and Concepts (H)
	LL4AS	International Criminal Law 2: Prosecution and Practice (H)
	LL4BK	Corporate Crime (H)
	LL4BL	Financial Crime (H)
	LL4CA	Law and Social Theory (H)
	LL4CE	Security and Criminal Law (H) †
	SA4N8	Riots, Disorder and Urban Violence (H)
	A course from another programme *	
4	SA465	Criminal Justice Policy - Long Essay
	SA4C1	Long Essay and the Research Process (non-assessed)

Notes * May only be taken with the permission of your tutor, the MSc Programme Director and the Course Tutor.
† You must have a Law Degree as a prerequisite for taking LL4CE.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (i.e. not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.

MSc in Culture and Society

Programme code: TMCUSO
Department: Sociology
This information is for the 2017/18 session.
Full-year programme. Students take a compulsory course, optional courses to the value of two full units plus the dissertation as shown.

Paper	Course number and title	
1	SO434	Cultural Theory and Cultural Forms
2	SO492	Qualitative Social Research Methods (H)
3	Optional courses to the value of 1.5 full units selected from the following:	
	GI402	Gender, Knowledge and Research Practice (H)
	GI403	Gender and Media Representation (H)
	GI410	Screening the Present: contemporary cinema and cultural critique (H)
	GI421	Sexuality, Gender and Culture (H)
	GY439	Cities, Politics and Citizenship (H)
	GY479	Urban Revolutions (H)
	MC402	The Audience in Media and Communications (H)
	MC408	Theories and Concepts in Media and Communications I (Media and Power) (H)
	MC420	Identity, Transnationalism and the Media (H) (not available 2017/18)
	MY427	Non-Traditional Data: New Dimensions in Qualitative Research (H)
	PS410	Social Representations (H)
	PS411	Current Communication Research (H)
	PS451	Cognition and Culture (H)
	SO425	Regulation, Risk and Economic Life
	SO426	Classical Social Thought (H)
	SO444	Qualitative Methods for Cultural Research (H) (withdrawn 2017/18)
	SO469	Risk and Governance: A Sociological Approach (H)
	SO471	Technology, Power and Culture (H) (not available 2017/18)
	SO475	Material Culture and Design (H)
	SO477	Urban Social Theory (H)
	SO479	Human Rights and Postcolonial Theory (H)
	SO481	Class, Politics and Culture (H)
	SO482	Topics in Race, Ethnicity and Postcolonial-Studies (H) (not available 2017/18)
	SO490	Contemporary Social Thought (H)
	Or any other MSc level course offered in the School, subject to the consent of the candidate's teachers.	
4	SO493	MSc in Culture and Society Dissertation

MSc in Data Science

Programme code: TMDS
Department: Statistics
This information is for the 2017/18 session.
Full-year programme. Students must take four compulsory courses, options to the value of one unit and a dissertation as shown.

Paper	Course number and title	
1	MY470	Computer Programming (H) *
2	ST445	Managing and Visualising Data (H)
3	ST447	Data Analysis and Statistical Methods (H) +
4	ST443	Machine Learning and Data Mining (H)
5	Choice of two from the following 0.5 unit optional	

	courses, including at least one ST course:	
	MA407	Algorithms and Computation (H)
	MA424	Modelling in Operations Research (H)
	MY459	Quantitative Text Analysis (H)
	MY461	Social Network Analysis (H)
	ST405	Multivariate Methods (H)
	ST411	Generalised Linear Modelling and Survival Analysis (H)
	ST422	Time Series (H)
	ST429	Statistical Methods for Risk Management (H)
	ST436	Financial Statistics (H)
	ST444	Statistical Computing (H)
	ST446	Distributed Computing for Big Data (H)
6	ST498	Capstone Project/ Dissertation

Notes * Students who can demonstrate equivalent prior knowledge of MY470 Computer Programming, via transcripts of prior qualifications, may skip this course and take a further half unit of options under Paper 5.
+ Students who can demonstrate equivalent prior knowledge to ST447 Data Analysis and Statistical Methods, via transcripts of prior qualifications, may skip this course and take a further half unit of options under Paper 5.

MSc in Development Management

Programme code: TMDVMN
Department: International Development
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title	
1	DV431	Development Management
2-3	Courses to the value of 2 units from the following:	
	AC470	Accounting in the Global Economy (H)
	DV407	Poverty (H)
	DV411	Population and Development: An Analytical Approach (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	DV418	African Development (H)
	DV420	Complex Emergencies (H)
	DV421	Global Health and Development (H)
	DV423	Global Political Economy of Development (H)
	DV424	International Institutions and Late Development (H)
	DV428	Managing Humanitarianism (H)
	DV429	Global Civil Society (H) (not available 2017/18)
	DV432	China in Developmental Perspectives (H) (not available 2017/18)
	DV433	The Informal Economy and Development (H) (not available 2017/18)
	DV434	Human Security (H) (not available 2017/18)
	DV435	African Political Economy (H)
	DV442	Key Issues in Development Studies (H)
	DV446	Technical Change, Paradigm Shifts and Global Development (H) (withdrawn 2017/18)
	DV451	Money in an Unequal World (H) (withdrawn 2017/18)
	DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (H)
	DV455	Advocacy, Campaigning and Grassroots Activism (H)
	DV456	Planning for Population and Development (H)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
	DV483	Information Communication Technologies and Socio-economic Development (H)
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
	DV491	Economic Development Policy II: Microeconomic Analysis (H)
	DV492	Economic Development Policy III: Government Policy Analysis (H)
	GI407	Globalisation, Gender and Development †
	GI409	Gender, Globalisation and Development: An Introduction (H) †
	GI411	Gender, Postcoloniality, Development: Critical Perspectives and New Directions (H)
	GI418	Feminist Economics and Policy: An Introduction (H)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (H) †
	GV483	Public Management Theory and Doctrine (H)
	GV4C9	Democratization and its Discontents in Southeast Asia (H)
	GV4H7	Subnational Politics in Comparative Perspective (H) (withdrawn 2017/18)
	GY403	Contemporary Debates in Human Geography (H)
	GY407	Globalization, Regional Development and Policy
	GY408	Local Economic Development and Policy (not available 2017/18)
	GY409	Globalization and Regional Development (H)
	GY410	Economics of Local and Regional Development (H)
	GY423	Environment and Development
	GY431	Cities, People and Poverty in the South (H)
	GY432	Urban Ethnography (H)
	GY447	The Economics of Regional and Urban Planning (H)
	GY459	Urban Theory and Policy in the Global South (H)
	GY464	Race and Space (H) (not available 2017/18)
	GY467	Global Migration and Development (H) (not available 2017/18)
	GY468	Environment and Development: Sustainability, Technology and Business (H)
	GY469	Environment and Development: Resources, Institutions and the Global South (H)
	GY480	Remaking China: Geographical Aspects of Development and Disparity (H) (not available 2017/18)
	MG402	Public Management: A Strategic Approach (H)
	MG460	Handling Disruption: Humanitarian Emergencies Management and Development (H)
	MG4B7	Organisational Change (H)
	SA4C2	Basic Education for Social Development (H) (not available 2017/18)
	SA4H7	Urbanisation and Social Policy in the Global South (H)
	Another course with the approval of supervisor/course tutor	
4	DV410	Research Design and Dissertation in International Development ***and***
	DV445	Research Themes in International Development (non-assessed)

Notes †GI407 cannot be taken alongside GI409 or GI420

MSc in Development Studies

Programme code: TMDV
Department: International Development
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title	
1	DV400	Development: History, Theory and Policy
2	DV410	Research Design and Dissertation in International Development ***and***

DV445 Research Themes in International Development (non-assessed)

3 & 4 Courses to the value of 2 units from the following: (note: the International Relations (IR) Department permits non-IR students to take only one option from those prefixed "IR". Access is not guaranteed for any option)

AN451 Anthropology of Politics (H)
AN456 Anthropology of Economy (1): Production and Exchange (H)
AN457 Anthropology of Economy (2): Transformation and Globalisation (H)
DV407 Poverty (H)
DV411 Population and Development: An Analytical Approach (H)
DV413 Environmental Problems and Development Interventions (H)
DV415 Global Environmental Governance (H)
DV418 African Development (H)
DV420 Complex Emergencies (H)
DV421 Global Health and Development (H)
DV423 Global Political Economy of Development (H)
DV424 International Institutions and Late Development (H)
DV428 Managing Humanitarianism (H)
DV429 Global Civil Society (H) (not available 2017/18)
DV432 China in Developmental Perspectives (H) (not available 2017/18)
DV433 The Informal Economy and Development (H) (not available 2017/18)
DV434 Human Security (H) (not available 2017/18)
DV435 African Political Economy (H)
DV442 Key Issues in Development Studies (H)
DV446 Technical Change, Paradigm Shifts and Global Development (H) (withdrawn 2017/18)
DV447 Public Affairs, International Development and Gendered Violence (H) (not available 2017/18)
DV448 Political Economy of Development I (H)
DV449 Political Economy of Development II (H)
DV450 Policy, Bureaucracy and Development: Theory and Practice of Policy Design, Implementation and Evaluation (H)
DV451 Money in an Unequal World (H) (withdrawn 2017/18)
DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (H)
DV455 Advocacy, Campaigning and Grassroots Activism (H)
DV456 Planning for Population and Development (H)
DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
DV458 Demographic Change and Development (H) (not available 2017/18)
DV483 Information Communication Technologies and Socio-economic Development (H)
DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
DV491 Economic Development Policy II: Microeconomic Analysis (H)
DV492 Economic Development Policy III: Government Policy Analysis (H)
EC307 Development Economics †
EC428 Development and Growth ‡
EH446 Economic Development of East and Southeast Asia (not available 2017/18)
GI407 Globalisation, Gender and Development *
GI409 Gender, Globalisation and Development: An Introduction (H) *
GI411 Gender, Postcoloniality, Development: Critical Perspectives and New Directions (H)
GI418 Feminist Economics and Policy: An Introduction (H)
GI420 Globalisation, Gender and Development: Theorising Policy and Practice (H) *
GI424 Gender Theories in the Modern World: An Interdisciplinary Approach (H)
GV441 States and Markets (H) (with permission from the course lecturer)
GV479 Nationalism (not available 2017/18)
GV483 Public Management Theory and Doctrine (H)
GV4C9 Democratization and its Discontents in Southeast Asia (H)
GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H)
GV4H7 Subnational Politics in Comparative Perspective (H) (withdrawn 2017/18)
GY403 Contemporary Debates in Human Geography (H)
GY408 Local Economic Development and Policy (not available 2017/18)
GY420 Environmental Planning: National and Local Policy Implementation
GY421 Gender and Development: Geographical Perspectives (H) (not available 2017/18)
GY423 Environment and Development
GY431 Cities, People and Poverty in the South (H)
GY432 Urban Ethnography (H)
GY438 Cities and Social Change in East Asia (H)
GY447 The Economics of Regional and Urban Planning (H) ‡
GY459 Urban Theory and Policy in the Global South (H)
GY464 Race and Space (H) (not available 2017/18)
GY465 Concepts in Environmental Regulation (H)
GY467 Global Migration and Development (H) (not available 2017/18)
GY468 Environment and Development: Sustainability, Technology and Business (H)
GY469 Environment and Development: Resources, Institutions and the Global South (H)
GY475 Issues in Environmental Governance (H)
GY480 Remaking China: Geographical Aspects of Development and Disparity (H) (not available 2017/18)
IR418 International Politics: Asia and the Pacific ‡ (not available 2017/18)
IR447 Political Economy of International Labour Migration (H) (not available 2017/18)
LL4AW Foundations of International Human Rights Law (H)
LL4AX Selected Topics in International Human Rights Law (H)
LL4B1 International Economic Law (H)
LL4C2 World Poverty and Human Rights (H) (not available 2017/18)
MG460 Handling Disruption: Humanitarian Emergencies Management and Development (H)
SA481 Population Analysis: Methods and Models (H)
SA4C2 Basic Education for Social Development (H) (not available 2017/18)
SA4E6 Rural Development and Social Policy (H) § (not available 2017/18)
SA4H7 Urbanisation and Social Policy in the Global South (H) §

Notes † For students without a first degree in Economics.
* GI407 cannot be taken alongside GI409 or GI420
‡ Entry to these courses may be restricted.
§ Course designed for those with a minimum of one year's practical working experience in developing countries; seminars draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and consult the lecturers.

MSc in Econometrics and Mathematical Economics

Programme code: TMEM
Department: Economics
This information is for the 2017/18 session.
Academic-year programme. Students must take courses to the value of four full units as shown. Students are also required to attend the introductory course EC451 Introductory Course for MSc EME.

Paper	Course number and title	
1	EC484	Econometric Analysis
2	EC487	Advanced Microeconomics
3	EC417	Advanced Macroeconomics
4	MSc EME Option List - courses to the value of one unit from the following papers:	
	EC421	International Economics
	EC424	Monetary Economics
	EC426	Public Economics
	EC427	Economics of Industry
	EC475	Quantitative Economics
	EC476	Contracts and Organisations
	EC485	Topics in Advanced Econometrics
	FM421	Applied Corporate Finance (H)
	FM429	Asset Markets A (H)
	FM430	Corporate Finance and Asset Markets
	FM431M	Corporate Finance A (H)
	FM441	Derivatives (H)
	FM445	Portfolio Management (H)
	ST409	Stochastic Processes (H)
	ST418	Non-linear Dynamics and the Analysis of Real Time Series (H)
	ST421	Developments in Statistical Methods (H)
	ST422	Time Series (H)
	Or other courses in Economics, Statistics or Finance may be selected with the approval of the Programme Director to the total value of one unit.	

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Economic History

Programme code: TMEH
Department: Economic History
This information is for the 2017/18 session.
Full-year programme. Students must take compulsory courses to the value of 1.5 units, optional courses to the value of two units and a half-unit dissertation.

Paper	Course number and title	
1	EH401	Historical Analysis of Economic Change (H)
2	EH482	Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries ***or***
	EH483	The Development and Integration of the World Economy in the 19th and 20th centuries
3 & 4	EH498	Dissertation: MSc Economic History (H) ***and*** courses to the value of two full units from the following: *
	EH402	Research Design and Quantitative Methods in Economic History (H)
	EH404	India and the World Economy (H)
	EH408	International Migration, 1500-2000: from slavery to asylum (H)
	EH409	Chinese Economy in Transition: 1850-1950 (H) (not available 2017/18)
	EH413	African Economic Development in Historical Perspective (H) (not available 2017/18)
	EH421	Economic History of Colonialism (H)
	EH422	Topics in Quantitative Economic History
	EH423	Japan and Korea as Developing Economies (H)
	EH426	Quantitative Topics in Economic History I: Cross-section and Panel Data (H) **
	EH427	Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H) **
	EH428	History of Economics: Making Political Economy into a Social Science (H)
	EH429	History of Economics: Ideas, Policy and Performativity (H)
	EH446	Economic Development of East and Southeast Asia (not available 2017/18)
	EH451	Latin American Development: Political Economy of Growth (H) (withdrawn 2017/18)
	EH452	Latin American Development and Economic History (H)
	EH454	Human Health in History
	EH463	The Long-Run Analysis of Firms and Industries (H)
	EH464	The Historical Context of Business (H)
	EH476	The Economic History of War (not available 2017/18)
	EH482	Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries (if not taken under Paper 2)
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (if not taken under Paper 2)
	EH486	Shipping and Sea Power in Asian Waters, c1600-1860 (H)
	EC465	Economic Growth, Development, and Capitalism in Historical Perspective #
	LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (H)

* With the approval of their academic adviser, students may request to take EH499 (Dissertation: MSc Economic History) and courses to the value of 1.5 units from the Papers 3 and 4 options list, instead of taking EH498.
** These courses cannot be combined with EH422
# Students wishing to take EC465 must successfully complete EC400.

MSc in Economic History (Research)

Programme code: TMEHRE
Department: Economic History
This information is for the 2017/18 session.
Full-year, five unit programme. Students must take two compulsory half-unit courses, optional courses to the value of two units and a dissertation (which counts as two units) as shown.

Paper	Course number and title	
1a	EH401	Historical Analysis of Economic Change (H)
1b	One of the following:	
	EH402	Research Design and Quantitative Methods in Economic History (H)
	EH426	Quantitative Topics in Economic History I: Cross-section and Panel Data (H) **
	EH427	Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H) **
2	Courses to the value of one unit from the following:	
	EH422	Topics in Quantitative Economic History
	EH446	Economic Development of East and Southeast Asia (not available 2017/18)
	EH454	Human Health in History
	EH476	The Economic History of War (not available 2017/18)
	EH482	Pre-Modern Paths of Growth: Europe and the

		Wider World, 11th to 19th Centuries
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries
3	Either another paper from Paper 2 above ***or*** two half-units from below:	
	EH404	India and the World Economy (H)
	EH408	International Migration, 1500-2000: from slavery to asylum (H)
	EH409	Chinese Economy in Transition: 1850-1950 (H) (not available 2017/18)
	EH413	African Economic Development in Historical Perspective (H) (not available 2017/18)
	EH421	Economic History of Colonialism (H)
	EH423	Japan and Korea as Developing Economics (H)
	EH426	Quantitative Topics in Economic History I: Cross-section and Panel Data (H) **
	EH427	Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H) **
	EH428	History of Economics: making Political Economy into a Social Science (H)
	EH429	History of Economics: Ideas, Policy and Performativity (H)
	EH451	Latin American Development: Political Economy of Growth (H) (withdrawn 2017/18)
	EH452	Latin American Development and Economic History (H)
	EH463	The Long-Run Analysis of Firms and Industries (H)
	EH464	The Historical Context of Business (H)
	EH476	The Economic History of War (not available 2017/18)
	EH486	Shipping and Sea Power in Asian Waters, c1600-1860 (H)
	LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (H)
4 & 5	Dissertation which is assessed as:	
	EH496	Research Dissertation A: Contextualisation, Theory and Research Design and
	EH497	Research Dissertation B: Implementation: Evidence, Analysis and Contribution
	** These courses cannot be combined with EH422	

MSc in Economics

Programme code: TMEC
Department: Economics
This information is for the 2017/18 session.

Academic-year programme. Students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Paper	**Course number and title**	
1	EC413	Macroeconomics
2	EC411	Microeconomics ***or***
	EC487	Advanced Microeconomics †
3	EC402	Econometrics
4	Courses to the value of one full unit (including a 6000-word dissertation to be submitted by the beginning of the summer term)	
	EC421	International Economics
	EC423	Labour Economics
	EC424	Monetary Economics
	EC426	Public Economics
	EC427	Economics of Industry
	EC428	Development and Growth
	EC453	Political Economy
	EC465	Economic Growth, Development, and Capitalism in Historical Perspective
	EC476	Contracts and Organisations
	FM429	Asset Markets A (H) ***and*** FM4T1 Forecasting Financial Time Series - Dissertation (H) ***or*** FM4U1 Fixed Income Markets - Dissertation (H) ***or*** FM4T5 Portfolio Management - Dissertation (H) *
	FM431M	Corporate Finance A (H) ***and*** FM4T2Applied Corporate Finance - Dissertation (H)
	Any other course in Economics approved by the candidate's teachers. Such approval will only be given in exceptional circumstances.	
Notes	† Students must obtain the permission of the course proprietor. * For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.	

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Economics (Two Year Programme)

Programme code: TMECT
Department: Economics
For all first and second year students in 2017/18.

Students without a strong background in economics are required to take the MSc programme over two years. The first year of the programme is governed by the 'Regulations for Diplomas'; students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Economics. In order to progress to the second year, which is governed by the 'Regulations for Taught Master's Degrees', students must attain or exceed the progression threshold for each of the four courses they have taken. The progression threshold is 60% for courses EC201, EC210, EC220, and MA100, while the progression threshold is 55% in courses EC202, EC221, MA212 and other advanced MAXXX options. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

Paper	**Course number and title**	
Year 1		
1	EC201	Microeconomic Principles I ***or***
	EC202	Microeconomic Principles II
2	EC210	Macroeconomic Principles
3	MA100	Mathematical Methods ***or***
	MA212	Further Mathematical Methods
4	EC220	Introduction to Econometrics ***or***
	EC221	Principles of Econometrics
Notes:	Candidates may be allowed to substitute one other course for one of the above papers with the permission of the Programme Director.	
Year 2	Students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.	

Paper	**Course number and title**	
1	EC413	Macroeconomics
2	EC411	Microeconomics ***or***
	EC487	Advanced Microeconomics †
3	EC402	Econometrics
4	Courses to the value of one unit from the following:	
	EC421	International Economics
	EC423	Labour Economics

	EC424	Monetary Economics
	EC426	Public Economics
	EC427	Economics of Industry
	EC428	Development and Growth
	EC453	Political Economy
	EC465	Economic Growth, Development, and Capitalism in Historical Perspective
	EC476	Contracts and Organisations
	FM431M	Corporate Finance A (H) ***and*** FM4T2Applied Corporate Finance - Dissertation (H)
	FM429	Asset Markets A (H) ***and*** FM4T1 Forecasting Financial Time Series - Dissertation (H) ***or*** FM4U1 Fixed Income Markets - Dissertation (H) ***or*** FM4T5 Portfolio Management - Dissertation (H) *
	Any other course in Economics approved by the candidate's teachers	
Notes	† Students must obtain the permission of the relevant course proprietor.	
	* For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.	

MSc in Economics and Management

Programme code: TMECMN
Department: Management
This information is for the 2017/18 session.
A ten-month programme. Students take three core courses, two half-unit options and a dissertation. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Paper	**Course number and title**	
1	MG411	Firms and Markets
2	EC486	Econometric Methods
3	FM431M	Corporate Finance A (H)
4 & 5	Two half unit options from the following list:	
	MG409	Auctions and Game Theory (H)
	MG412	Globalization and Strategy (H)
	MG421	International Business Strategy and Emerging Markets (H)
	MG422	Thinking Strategically (H)
	MG452	Behavioural Economics for Management (H)
	MG4A8	Strategy for the Information Economy (H)
	MG4B9	The World Trading System (H)
	FM421	Applied Corporate Finance (H)
	FM431M	Corporate Finance A (H)
	FM445	Portfolio Management (H)
	AC490	Management Accounting, Decisions and Control (H) *
	Or a MSc level course which is offered in the School, subject to approval of the academic adviser and course leader.	
6	MG417	Extended Essay (H)
	* Subject to approval of the Course Teacher	

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Economics and Philosophy

Programme code: TMECPH
Department: Philosophy, Logic and Scientific Method
This information is for the 2017/18 session.
Full-year programme. Students take courses to the value of four units and a dissertation. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Paper	**Course number and title**	
1 & 2	Two of the following:	
	EC402	Econometrics
	EC411	Microeconomics
	EC413	Macroeconomics
3 & 4	Courses to the value of two full units from the following:	
	EH428	History of Economics: Making Political Economy into a Social Science (H)
	EH429	History of Economics: Ideas, Policy and Performativity (H)
	PH400	Philosophy of Science
	PH404	Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
	PH405	Philosophy of the Social Sciences
	PH413	Philosophy of Economics
	PH415	Philosophy and Public Policy
	PH416	Philosophy, Morals and Politics
	PH419	Set Theory and Further Logic
	PH423	Scientific Method and Policy (not available 2017/18)
	PH425	Business and Organisational Ethics (H)
	PH427	Genes, Brains and Society (H)
	PH428	Emotion, Cognition and Behaviour: Science and Policy (H)
	PH430	Einstein for Everyone: From time travel to the edge of the universe (H)
	PH431	Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
	PH432	Effective Philanthropy: Ethics and Evidence (H)
	PH456	Rationality and Choice
	PH458	Evidence and Policy (H)
5	PH499	Dissertation
	Students must also take PH418 Dissertation Seminar - Economics and Philosophy (non-assessed)	

MSc in Economy, Risk and Society

Programme code: TMECRISO
Department: ***Sociology***
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of four full units.

Paper	**Course number and title**	
1	SO425	Regulation, Risk and Economic Life
2	SO491	Quantitative Social Research Methods (H) **or**
	SO492	Qualitative Social Research Methods (H)
3	Courses to the value of 1.5 units from the following:	
	AC412	Accountability, Organisations and Risk Management (H)
	MG450	Social Network Analysis and Strategies (H)(not available 2017/18)
	SO430	Economic Sociology (H) (not available 2017/18)
	SO469	Risk and Governance: A Sociological Approach (H)
	SO470	The Sociology of Markets (H)
	SO475	Material Culture and Design (H)
	SO491	Quantitative Social Research Methods (H) (if not taken under Paper 2)
	SO492	Qualitative Social Research Methods (H) (if not taken under Paper 2)
4	SO495	MSc in Economy, Risk and Society Dissertation
	Other courses by agreement.	

MSc in Empires, Colonialism and Globalisation

Programme Code: TMHYEMCOGL
Department: International History
This information is for the 2017/18 session.

Full year programme. Students must take courses to the value of four full units, comprising one compulsory paper, a dissertation and optional course as shown.

Paper	Course number and title	
1	HY423	Empire, Colonialism and Globalization
2 & 3	***Either*** two courses from list A, ***alternatively*** one course from List A ***and*** one course or two half-unit courses from List B.	
	List A	
	HY424	The Napoleonic Empire: The Making of Modern Europe?
	HY429	Anglo-American Relations from World War to Cold War, 1939-91
	HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999
	HY434	The Rise and Fall of Communism in Europe 1917-1990
	HY436	Race, Violence and Colonial Rule in Africa
	HY439	War Cultures, 1890-1945 (not available 2017/18)
	HY440	The Emergence of Modern Iran: State, Society and Diplomacy
	HY441	Islam, State and Conflict in Southeast Asia
	HY444	The Cold War in Latin America (not available 2017/18)
	HY459	The Ottoman Empire and its Legacy, 1299-1950
	HY461	East Asia in the Age of Imperialism, 1839-1945
	HY463	The Origins of the Cold War, 1917-1962
	HY469	Maps, History and Power: The Spaces and Cultures of the Past (not available 2017/18)
	HY471	European Empires and Global Conflict, 1935-1948
	HY472	China and the External World, 1711-1839
	HY473	The GDR and Communist Parties in Europe 1949-1990
	HY477	Race, Gender and Reproduction in the Caribbean, 1860s-1980s
	HY478	The Origins of the Modern World: Europe, China and India, 1600-1800
	List B	
	DV400	Development: History, Theory, Policy
	EH404	India and the World Economy (H)
	EH408	International Migration, 1500-2000: from slavery to asylum (H) *
	EH413	African Economic Development in Historical Perspective (H) * (not available 2017/18)
	EH421	Economic History of Colonialism (H)
	EH446	Economic Development of East and Southeast Asia (not available 2017/18)
	EH451	Latin American Development: Political Economy of Growth (H) * (withdrawn 2017/18)
	EH452	Latin American Development and Economic History (H)
	EH454	Human Health in History
	EH482	Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries *
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries *
	EH486	Shipping and Sea Power in Asian Waters, c1600-1860 (H)
	EU426	The West (H) (not available 2017/18)
	EU475	Muslims in Europe (H)
	GI409	Gender, Globalisation and Development: An Introduction (H)
	GI411	Gender, Postcoloniality, Development: Critical Perspectives and New Directions (H)
	GV442	Globalization and Democracy (H) * (not available 2017/18)
	GV465	War, Peace and the Politics of National Self-Determination (H) *
	GV4C7	Warfare and National Identity (H) (not available 2017/18)
	GV4H7	Subnational Politics in Comparative Perspective (H) (withdrawn 2017/18)
	GY464	Race and Space (H) (not available 2017/18)
	GY467	Global Migration and Development (H) (not available 2017/18)
	A course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teacher concerned and the Programme Director.	
4	HY499	Dissertation

* means subject to space.

MSc in Environmental Economics and Climate Change

Programme code: TMENECCC
Department: Geography & Environment
This information is for the 2017/18 session.

Full-year programme. Students must take three compulsory courses, one full unit of options, and a dissertation as shown.

Paper	Course number and title	
1	GY426	Environmental and Resource Economics
2	GY427	Climate Change: Science, Economics and Policy (H)
3	GY428	Applied Quantitative Methods (H)
4	Courses to the value of one full unit from: *	
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
	DV491	Economic Development Policy II: Microeconomic Analysis (H)
	DV492	Economic Development Policy III: Government Policy Analysis (H)
	EC411	Microeconomics
	EC426	Public Economics
	EC428	Development and Growth
	EC453	Political Economy
	EC476	Contracts and Organisations
	GV4H5	The Politics and Philosophy of Environmental Change (H)
	GY400	The Economics of Urbanisation (H)
	GY409	Globalisation and Regional Development (H)
	GY410	Economics of Local and Regional Development (H)
	GY420	Environmental Regulation: Implementing Policy
	GY446	Planning for Sustainable Cities (H) (not available 2017/18)
	GY455	Economic Appraisal and Valuation (H)
	GY460	Techniques of Spatial Economic Analysis (H)
	GY465	Concepts in Environmental Regulation (H)
	GY469	Environment and Development: Resources, Institutions and the Global South (H)
	GY475	Issues in Environmental Governance (H)
	IR467	Global Environmental Politics (H)
	PS466	Happiness (H)
	PS467	Behavioural Science (H)
	SA4E6	Rural Development and Social Policy (H) (not available 2017/18)
	SA4F8	Behavioural Public Policy (H)
	SA4L4	Behaviour, Happiness and Public Policy (withdrawn 2017/18)
	SO469	Risk and Governance: A Sociological Approach (H)
	Or other relevant courses to the value of one full unit, subject to approval of the programme director and the relevant course proprietor.	

5 GY499 Dissertation

Notes * Students wishing to take courses in the Economics Department ('EC' prefix) are required to complete to the required standard the EC400 introductory course.

MSc in Environmental Policy and Regulation

Programme code: TMENPR
Department: Geography & Environment
This information is for the 2017/18 session.

Full-year programme. Students must take two compulsory courses, a dissertation, and either 1 or 1.5 units of optional courses.

Paper	Course number and title	
1	GY420	Environmental Regulation: Implementing Policy
2	GY423	Environment and Development ***or***
	GY468	Environment and Development: Sustainability, Technology and Business (H)
3	Courses to the value of 1.5 units if taking GY468, or 1 unit if taking GY423 (under Paper 2 above):	
	DV415	Global Environmental Governance (H)
	EU421	Policy-Making in the European Union (H)
	GY427	Climate Change: Science, Economics and Policy (H)
	GY446	Planning for Sustainable Cities (H) (not available 2017/18)
	GY455	Economic Appraisal and Valuation (H)
	IR467	Global Environmental Politics (H)
	LL4A6	Climate Change and International Law (H)
	LL4BV	Transnational Environmental Law (H)
	SO425	Regulation, Risk and Economic Life
	SO469	Risk and Governance: A Sociological Approach (H)
4	GY499	Dissertation

MSc in Environment and Development

Programme code: TMENDV
Department: Geography & Environment
This information is for the 2017/18 session.

Full-year programme. Students must take courses to the value of four full units.

Paper	Course number and title	
1	GY423	Environment and Development
2	One full unit or two half units offered by the Department for International Development (**Not** DV431)	
3	One full unit or two half units offered by the Department of Geography and Environment from the following:	
	GI409	Gender, Globalisation and Development: An Introduction (H)
	GY400	The Economics of Urbanisation (H)
	GY403	Contemporary Debates in Human Geography (H)
	GY407	Globalization, Regional Development and Policy
	GY409	Globalization and Regional Development (H)
	GY413	Regional Development and Policy (H)
	GY420	Environmental Regulation: Implementing Policy
	GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)
	GY427	Climate Change: Science, Economics and Policy (H)
	GY431	Cities, People and Poverty in the South (H)
	GY432	Urban Ethnography (H)
	GY438	Cities and Social Change in East Asia (H)
	GY439	Cities, Politics and Citizenship (H)
	GY455	Economic Appraisal and Valuation (H)
	GY459	Urban Theory and Policy in the Global South (H)
	GY464	Race and Space (H) (not available 2017/18)
	GY465	Concepts in Environmental Regulation (H)
	GY467	Global Migration and Development (H) (not available 2017/18)
	GY470	Urban Africa (H)
	GY475	Issues in Environmental Governance (H)
	GY479	Urban Revolutions (H)
	GY480	Remaking China: Geographical Aspects of Development and Disparity (H) (not available 2017/18)
	LL4A6	Climate Change and International Law (H)
4	GY499	Dissertation ***or*** one full or two half units from any courses listed under Paper 3 or offered by the Department for International Development

MSc in EU Politics

Programme code: TMEUPOL
Department: European Institute
This information is for the 2017/18 session.

Students must take courses to the value of three units and a dissertation as shown. Additionally, all students must take EU465 Research Methods and Design in EU Politics, and if their timetable allows, EU450 Engaging with Europe: Professional Skills, in preparation for the dissertation.

Paper	Course number and title	
	Part I: Foundation	
1	Students must choose two out of the following three courses:	
	EU421	Policy-Making in the European Union (H) (cannot be taken with IR431 - not available 2017/18)
	EU435	History and Theory of European Integration (H)
	IR416	The EU in the World
	Part II: Optional courses	
2 & 3	Any courses which in combination with the foundation courses bring the total list of courses to the value of three units. If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Only one specialism is permitted. Courses from the heading 'Methods' cannot result in a specialism.	
	Policy Making and Public Policy in the European Union	
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (H)
	EU446	The Political Economy of European Monetary Integration (H)
	EU464	International Migration: EU Policies and Politics (H)
	EU473	Informal Governance (H) (not available 2017/18)
	EU479	EU Policy-Making and International Cooperation (H)
	EU480	Policy-Making in Europe: System Challenges (H)
	GV477	Comparative Public Policy Change (H)
	GV4A5	International Migration and Immigration Management (H)
	GV4C6	Legislative Politics: European Parliament (H) (not available 2017/18)
	SA4F7	The Economics of European Social Policy (H) (not available 2017/18)
	SA4M1	Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
	Integration and Forms of Governance in the European Union	
	EU420	European Law and Government (H)
	EU430	Europeanisation: The Comparative Politics of Domestic Change (H) (not available 2017/18)
	EU431	European Integration from a Global Perspective

(H) (not available 2017/18)
EU464 International Migration: EU Policies and Politics (H)
EU473 Informal Governance (H) (not available 2017/18)
EU474 Contested Ideas in EU Law and Government (H) (not available 2017/18)
GV403 Network Regulation (H) †
HY411 European Integration in the Twentieth Century

Democracy and Representation in the European Union
EU425 Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
EU460 European Society and Politics beyond the Nation State (H) (withdrawn 2017/18)
EU475 Muslims in Europe (H)
GV450 European Politics: Comparative Analysis (H)
GV454 Parties, Elections and Governments (H) (not available 2017/18)
GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H)
GV4C6 Legislative Politics: European Parliament (H) (not available 2017/18)
GV4D4 The Politics of Inequality and Redistribution (H)
GV4E8 Conflict and Institutional Design in Divided Societies (H)
GV4J4 Citizen Representation and Democracy in the European Union (H)
HY411 European Integration in the Twentieth Century

State and Economy within the European Union
EU425 Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
EU434 The Political Economy of Southeast Europe (H) (not available 2017/18)
EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
EU446 The Political Economy of European Monetary Integration (H)
EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (H) † (not available 2017/18)
EU453 The Political Economy of European Welfare States (H) †
EU477 Labour Markets and the Political Economy of Employment in Europe (H)
EU480 Policy-Making in Europe: System Challenges (H)
GV4C5 Politics of Economic Policy (H)
GV4D4 The Politics of Inequality and Redistribution (H)
SA4L1 The Governance of Welfare: The Nation State and the European Union (H)

Ideas of Europe
EU424 The Idea of Europe (H) (withdrawn 2017/18)
EU426 The West (H) (not available 2017/18)
EU432 The Philosophy of Europe (H)
EU437 Europe Beyond Modernity (H)
EU460 European Society and Politics beyond the Nation State (H) (withdrawn 2017/18)
EU463 European Human Rights Law (H)
EU475 Muslims in Europe (H)
EU478 The Culture of European Politics (H)
GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H)

Regional and Domestic Politics in Europe
EU434 The Political Economy of Southeast Europe (H) (not available 2017/18)
EU440 The Balkans in Europe: Transition, Democratisation, Integration (H)
EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (H) † (not available 2017/18)
EU476 Turkey and Europe (H)
GV439 Government and Politics in Central and Eastern Europe (H)
GV450 European Politics: Comparative Analysis (H)
GV4B9 The Second Europe (H)
LL4Z5 EU State Aid Law (H)

The International Relations of Europe
EU431 European Integration from a Global Perspective (H) (not available 2017/18)
EU440 The Balkans in Europe: Transition, Democratisation, Integration (H)
EU457 Culture and Security in Global Politics (H)
EU458 Public Policy and Cultural Narratives in a Global Europe (H)
EU464 International Migration: EU Policies and Politics (H)
EU476 Turkey and Europe (H)
IR411 Foreign Policy Analysis III
IR412 International Institutions
IR431 EU Policy-Making in a Global Context (H) (cannot be taken with EU421) (not available 2017/18)
IR433 The International Politics of EU Enlargement (H)
IR434 European Defence and Security (H)
IR481 Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
IR482 Russia and Eurasia: Foreign and Security Policies (not available 2017/18)

Methods
MY451M ***or*** MY451L Introduction to Quantitative Analysis (H)
MY452M **or** MY452L Applied Regression Analysis (H)
Part III: Dissertation
4 EU498 Dissertation

Notes † Students who wish to take this course must seek approval from the convenor of the course.

MSc in European Studies (Research)

Programme code: TMEURE
Department: European Institute
This information is for the 2017/18 session.

Paper Course number and title

First year:

1 Courses to the value of one full unit from the European Institute MSc degrees:
EU424 The Idea of Europe (H) (withdrawn 2017/18)
EU435 History and Theory of European Integration (H)
EU447 Democracy, Ideology and the European State (H)
EU452 Political Economy of Europe
EU457 Culture and Security in Global Politics (H)
EU478 The Culture of European Politics (H)
GV450 European Politics: Comparative Analysis (H)
GV4B9 The Second Europe
SA4F7 The Economics of European Social Policy (H) (not available 2017/18)
2 MY4M1 Foundations of Social Research 1 ***or***
MY4M2 Foundations of Social Research 2
3 One full-unit from either the MSc Political Economy of Europe or MSc EU Politics or MSc Global Europe: Culture and Conflict under the specialist options or from one of the options not already taken under Paper 1.
4 EU499 Dissertation

MSc in Finance (full-time)

Programme code: TMFIFT
TMFIFTW (Work Placement Pathway)
Department: Finance
This information is for the 2017/18 session.
Academic-year (10 month) programme (TMFIFT). Students must take two compulsory courses and optional courses to the value of two full units as shown. All students must submit a dissertation in one of the optional half unit courses and take an examination in the other three half unit courses. Admitted students are required to attend a pre-sessional course at the start of the programme in September.
The dissertation must be submitted by the 3rd week of June.
Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

Paper	**Course number and title**	
1	FM422	Corporate Finance
2	FM423	Asset Markets
3 & 4	Students should select 4 half unit courses to the value of 2 full units. Students must select at least three courses from the dedicated list of options marked (*):	
	FM405	Fixed Income Securities and Credit Markets (H) (Dissertation code FM4U5) *
	FM406	Topics in Portfolio Management (H) (Dissertation code FM4T6)*
	FM407	Mergers, Buyouts and Corporate Restructurings (H) (Dissertation code FM4U7) *
	FM408	Financial Engineering (H) (Dissertation code FM4T8) *
	FM409	Risk Management in Financial Markets (H) (Dissertation code FM4U9) *
	FM412	Quantitative Security Analysis (H) (Dissertation code FM4U4)
	FM414	Corporate Investment and Financial Policy (H) (Dissertation code FM4T4) *
	FM457	Applied Computational Finance **
	FM472	International Finance (H) (Dissertation code FM4T9)
	FM476	Entrepreneurial Finance (H)
	In exceptional cases it may be possible to take an unlisted optional course with the approval of the Programme Director.	
	Work Placement Pathway	
Paper	**Course number and title**	
5	FM411	Finance Work Placement and Assessment (non-credit bearing) ***

Notes Students are required to write a 6,000 word dissertation (replacing the exam) in one of the half unit courses. Students will be required to attend teaching for the course which they choose to write their dissertation on.
+ With the approval of the course leader.
** This course is not for credit and can be taken in addition to courses to the value of two full units selected from Paper 3 & 4.
*** This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance and Economics

Programme code: TMFIEC
TMFIECW (Work Placement Pathway)
Department: Finance
This information is for the 2017/18 session.
Academic-year (10 month) programme (TMFIEC). Students must take three compulsory full-unit core courses and two optional half-unit courses. All students must submit a 6,000 word dissertation in one of the optional courses and take a two-hour examination in the other. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics. The dissertation must be submitted in the third week of June.
Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

Paper	**Course number and title**	
1	EC411	Microeconomics * **or**
	EC4B5	Macroeconomics for MSc F&E (H) # ***and***
	EC4B6	Microeconomics for MSc F&E (H) #
2	FM436	Financial Economics
3	FM437	Financial Econometrics
4	Courses to the value of one full unit selected from the following (one to be examined by dissertation and one by examination).	
	FM404	Forecasting Financial Time Series (H) (Dissertation code FM4T1)
	FM408	Financial Engineering (H) (Dissertation code FM4T8)
	FM409	Risk Management in Financial Markets (H) (Dissertation code FM4U9)
	FM412	Quantitative Security Analysis (H) (Dissertation code FM4U4)
	FM413	Fixed Income Markets (H) (Dissertation code FM4U1)
	FM421	Applied Corporate Finance (H) (Dissertation code FM4T2)
	FM438	Advanced Asset Pricing (H) (Dissertation code FM4U3) (not available 2017/18)
	FM442	Quantitative Methods for Finance and Risk Analysis (H) (Dissertation code FM4U2)
	FM445	Portfolio Management (H) (Dissertation code FM4T5)
	FM447	Global Financial Systems (H) (Dissertation code FM4T7)
	FM457	Applied Computational Finance **
	FM472	International Finance (H) (Dissertation code FM4T9)
	FM476	Entrepreneurial Finance (H)
	In exceptional cases, it may be possible to take an unlisted optional course with the approval of the Programme Director.	
	Work Placement Pathway	
Paper	**Course number and title**	

5	FM411	Finance Work Placement and Assessment (non-credit bearing) ***

Notes: * With the approval of the Programme Director, students who have already completed the equivalent of EC411 in their prior studies may be permitted to take EC413 Macroeconomics.
** This course is not for credit and can be taken in addition to courses to the value of one full unit selected from Paper 4.
# Students may, with the approval of the Programme Director, Associate Programme Director and relevant Course Leaders, take half-units in Macroeconomics and Micreconomics, instead of the full unit EC411, Microeconomics. Students would be required to complete the EC400 introductory course, Maths for Macroeconomics, and must meet the relevant pre-requisites for the Macroeconomics half unit.
*** This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance and Private Equity

Programme code: TMFIPE
TMFIPEW (Work Placement Pathway)
Department: Finance
This information is for the 2017/18 session.
Academic-year (10 month) programme (TMFIPE). Students must take three compulsory courses (FM410 Private Equity includes a dissertation) and optional courses to the value of 1.5 units. Admitted students are required to attend the Quantitative Methods September course. The dissertation must be submitted by the third week in June.
Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme..

Paper	Course number and title	
1	FM422	Corporate Finance
2	FM423	Asset Markets
3	FM410	Private Equity (H)
4	Three of the following half unit courses (students must select at least two courses from the list of dedicated options marked '*').	
	FM404	Forecasting Financial Time Series (H) +
	FM405	Fixed Income Securities and Credit Markets (H) *
	FM406	Topics in Portfolio Management (H) *
	FM407	Mergers, Buyouts and Corporate Restructurings (H) *
	FM408	Financial Engineering (H) *
	FM409	Risk Management in Financial Markets (H) *
	FM412	Quantitative Security Analysis (H)
	FM414	Corporate Investment and Financial Policy (H) *
	FM457	Applied Computational Finance **
	FM472	International Finance (H)
	FM476	Entrepreneurial Finance (H)

In exceptional circumstances it may be possible to take an unlisted optional course with the approval of the programme Director.

Work Placement Pathway

Paper	Course number and title	
5	FM411	Finance Work Placement and Assessment (non-credit bearing) ***

Notes Students are required to write a 6,000 word dissertation in FM410 and must sit examinations in all other courses.
+ with the approval of the course leader.
** This course is not for credit and can be taken in addition to courses to the value of three half units selected from Paper 4.
*** This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Financial Mathematics

Programme code: TMFIMA
Department: Mathematics
This information is for the 2017/18 session.
Academic year programme (10 months). Students must take five compulsory half-unit courses and optional courses to the value of one-and-a-half units as shown.
There is also a two-week compulsory introductory course MA400 September Introductory Course relating to MA415 and MA417. Students must also take the non-assessed non-credit course MA432 Programming in C++.

Paper	Course number and title	
1	MA415	Mathematics of the Black and Scholes Theory (H)
2	MA416	The Foundations of Interest Rate and Credit Risk Theory (H)
3	ST409	Stochastic Processes (H)
4	FM413	Fixed Income Markets (H)
5	MA417	Computational Methods in Finance (H)
6	One of the following:	
	MA402	Game Theory I (H)
	MA411	Probability and Measure (H)
	MA414	Stochastic Analysis (H)
	MA418	Preferences, Optimal Portfolio Choice, and Equilibrium (H)
	MA420	Quantifying Risk Modelling and Alternative Markets (H)
	ST440	Recent Developments in Finance and Insurance (H)
	ST441	Introduction to Markov Processes and Their Applications (H)
7 & 8	The equivalent of one unit from the following:	

	FM402	Financial Risk Analysis (H)
	FM404	Forecasting Financial Time Series (H)
	FM430	Corporate Finance and Asset Markets
	FM441	Derivatives (H)
	FM442	Quantitative Methods for Finance and Risk Analysis (H)
	FM445	Portfolio Management (H)
	FM472	International Finance (H)
	ST422	Time Series (H)
	ST426	Applied Stochastic Processes (H)
	ST427	Insurance Mathematics (H) (withdrawn 2017/18)
	ST429	Statistical Methods for Risk Management (H)
	ST448	Insurance Risk (H) (not available 2017/18)
	Further half unit(s) from those courses listed under Paper 6 above.	
	Further half unit(s) from the MA4** level courses or any other appropriate MSc course, subject to the approval of the Programme Director and Teacher Responsible for the course.	

Students can also take MA422 Research Topics in Financial Mathematics, a non-assessed course taken in addition to the required five compulsory half-unit courses and optional courses to the value of one-and-a-half units detailed above.

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Gender

Programme code: TMGE
Department: Gender Studies
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses and options to the value of two full units and a dissertation as shown.

Paper	**Course number and title**	
1	GI424	Gender Theories in the Modern World: An Interdisciplinary Approach (H)
2	GI402	Gender, Knowledge and Research Practice (H)
3	Courses to the value of 2 units from the following: *	
	AN405	The Anthropology of Kinship, Sex and Gender
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
	DV458	Demographic Change and Development (H) (not available 2017/18)
	GI403	Gender and Media Representation (H)
	GI407	Globalisation, Gender and Development †
	GI409	Gender, Globalisation and Development: An Introduction (H) †
	GI410	Screening the Present: contemporary cinema and cultural critique (H)
	GI411	Gender, Postcoloniality, Development: Critical Perspectives and New Directions (H)
	GI413	Gender and Militarisation (H)
	GI418	Feminist Economics and Policy: An Introduction (H)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (H) †
	GI421	Sexuality, Gender and Culture (H) ††
	GI422	Sexuality, Gender and Globalisation ††
	GI423	Globalisation and Sexuality (H) ††
	GI426	Gender and Human Rights (H)
	GI428	Bodies, Culture and Politics (H)
	GV4D7	Dilemmas of Equality (H)
	GV4H3	Feminist Political Theory (H)
	GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)
	A course from another programme §	
4	GI499	Dissertation
Notes	§ means by special permission only. * Students can take courses to a maximum of one full unit from outside the Department of Gender Studies. †GI407 cannot be taken alongside GI409 or GI420 ††GI422 cannot be taken alongside GI421 or GI423	

MSc in Gender (Research)

Programme code: TMGERE
Department: Gender Studies
This information is for the 2017/18 session.
Full-year programme. Students take two units of compulsory courses, options to the value of one unit and a dissertation as shown.

Paper	**Course number and title**	
1	GI424	Gender Theories in the Modern World: An Interdisciplinary Approach (H)
2	GI402	Gender, Knowledge and Research Practice (H)
3	MY451M ***or*** MY451L Introduction to Quantitative Analysis (H) ***Or*** MY452M **or** MY452L Applied Regression Analysis (H)	
4	Courses to the value of 1.5 units from the following: *	
	GI403	Gender and Media Representation (H)
	GI407	Globalisation, Gender and Development †
	GI409	Gender, Globalisation and Development: An Introduction (H) †
	GI410	Screening the Present: Contemporary Cinema and Cultural Critique (H)
	GI411	Gender, Postcoloniality, Development: Critical Perspectives and New Directions (H)
	GI413	Gender and Militarisation (H)
	GI417	Gender, Population and Policy (H) (not available 2017/18)
	GI418	Feminist Economics and Policy: An Introduction (H)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (H) †
	GI421	Sexuality, Gender and Culture (H) ††
	GI422	Sexuality, Gender and Globalisation ††
	GI423	Globalisation and Sexuality (H) ††
	GI426	Gender and Human Rights (H)
	GI428	Bodies, Culture and Politics (H)
	GV4H3	Feminist Political Theory (H)
	MY400	Fundamentals of Social Science Research Design (H)
	MY421M ***or*** MY421LQualitative Research Methods (H)	
	MY426	Doing Ethnography (H)
	MY427	Qualitative Research With Non-Traditional Data (H)
	MY429	Special Topics in Qualitative Research: Introspection-based Methods in Social Research (H) (not available 2017/18)
	MY451M ***or*** MY451L Introduction to Quantitative Analysis (H) (if not already taken under Paper 3)	
	MY452M **or** MY452L Applied Regression Analysis (H) (if not already taken under Paper 3)	
5	GI499	Dissertation
Notes	* Students can take courses to a maximum of one full unit from outside the Department of Gender Studies. †GI407 cannot be taken alongside GI409 or GI420 ††GI422 cannot be taken alongside GI421 or GI423	

MSc in Gender, Development and Globalisation

Programme code: TMGEDVGL
Department: Gender Studies
This information is for the 2017/18 session.
Full-year programme. Students must take the following courses to the value of four full units

Paper	Course number and title	
1	GI424	Gender Theories in the Modern World: An Interdisciplinary Approach (H)
2	GI407	Globalisation, Gender and Development
3	Courses to the value of 1.5 units from the following: *	
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
	DV458	Demographic Change and Development (H) (not available 2017/18)
	GI402	Gender, Knowledge and Research Practice (H)
	GI410	Screening the Present: contemporary cinema and cultural critique (H)
	GI411	Gender, Postcoloniality, Development: Critical Perspectives and New Directions (H)
	GI413	Gender and Militarisation (H)
	GI417	Gender, Population and Policy (H) (not available 2017/18)
	GI418	Feminist Economics and Policy: An Introduction (H)
	GI421	Sexuality, Gender and Culture (H) †
	GI422	Sexuality, Gender and Globalisation †
	GI423	Globalisation and Sexuality (H) †
	GI425	Women, Peace and Security (H)
	GI426	Gender and Human Rights (H)
	GI428	Bodies, Culture and Politics (H)
	GV4D7	Dilemmas of Equality (H)
	GV4H3	Feminist Political Theory (H)
	GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)
	GY431	Cities, People and Poverty in the South (H)
	PS418	Health Communication (H)
	Or a course not listed approved by the Programme Director and subject to space and course teacher's consent.	
4	GI499	Dissertation.

Notes * Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.
†GI422 cannot be taken alongside GI421 or GI423

MSc in Gender, Media and Culture

Programme code: TMGEMECU
Department: Gender Studies
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title	
1	MC408	Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H) **and** one other half-unit course offered by the Department of Gender Studies, Department of Media and Communications, Department of Methodology or by other departments with the permission of the programme director.
	Or	
	MC418	Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) **and** one other half-unit course offered by the Department of Gender Studies, Department of Media and Communications, Department of Methodology or by other departments with the permission of the programme director.
2	One of the following half units:	
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)
	GI402	Gender, Knowledge and Research Practice (H)
	MY427	Qualitative Research With Non-Traditional Data (H)
3	GI424	Gender Theories in the Modern World: An Interdisciplinary Approach (H)
4	GI403	Gender and Media Representation (H)
5	One other half-unit course offered by the Department of Gender Studies.	
6	GI499	Dissertation

MSc in Gender, Policy and Inequalities

Programme code: TMGEPOLIN
Department: Gender Studies
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title	
1	GI414	Theorising Gender and Social Policy (H)
	And one of the following	
	GI415	Gender and European Welfare States (H)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (H) †
2	GI424	Gender Theories in the Modern World: An Interdisciplinary Approach (H)
3	Courses to the value of 1.5 units from the following: *	
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
	DV458	Demographic Change and Development (H) (not available 2017/18)
	GI402	Gender, Knowledge and Research Practice (H)
	GI403	Gender and Media Representation (H)
	GI407	Globalisation, Gender and Development †
	GI409	Gender, Globalisation and Development: An Introduction (H) †
	GI411	Gender, Postcoloniality, Development: Critical Perspectives and New Directions (H)
	GI413	Gender and Militarisation (H)
	GI415	Gender and European Welfare States (H) (if not taken under Paper 1)
	GI417	Gender, Population and Policy (H) (not available 2017/18)
	GI418	Feminist Economics and Policy: An Introduction (H)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (H) † (if not taken under Paper 1)
	GI421	Sexuality, Gender and Culture (H) ††
	GI422	Sexuality, Gender and Globalisation ††
	GI423	Globalisation and Sexuality (H) ††
	GI425	Women, Peace and Security (H)
	GI426	Gender and Human Rights (H)
	GI428	Bodies, Culture and Politics (H)
	GV4D7	Dilemmas of Equality (H)
	GV4H3	Feminist Political Theory (H)
	GY421	Gender and Development: Geographical Perspectives (H) (if not taken under Paper 1) (not available 2017/18)
	GY431	Cities, People and Poverty in the South (H)
	PS418	Health Communication (H)
	SA429	Understanding Social (Dis)advantage (H)
	SA488	Social Policy: Goals and Issues (H)
	SA4B8	Ethnicity, Race and Social Policy (H)
	SA4C9	Social Policy: Organisation and Innovation (H)
	SO458	Gender and Societies (H) (not available 2017/18)
4	GI499	Dissertation

Notes * Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

†GI407 cannot be taken alongside GI409 or GI420
††GI422 cannot be taken alongside GI421 or GI423

MSc in Global Europe: Culture and Conflict

Programme Code: TMGLEU
Department: European Institute
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 Engaging with Europe: Professional Skills, in preparation for the dissertation.

Paper	Course number and title	
1	EU457	Culture and Security in Global Politics (H)
	EU478	The Culture of European Politics (H)
2	Courses to the value of one unit from the following:	
	EU426	The West (H) (not available 2017/18)
	EU430	Europeanization: Comparative Politics of Change (H) (not available 2017/18)
	EU431	European Integration from a Global Perspective (H) (not available 2017/18)
	EU432	Philosophy of Europe (H)
	EU437	Europe Beyond Modernity (H)
	EU439	Political and Fiscal Integration and Disintegration in EU Member States (H)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (H)
	EU447	Democracy, Ideology and the European State (H)
	EU458	Public Policy and Cultural Narratives in a Global Europe (H)
	EU460	European Politics and Society beyond the Nation State (H) (withdrawn 2017/18)
	EU464	International Migration: EU Policies and Politics (H)
	EU474	Contested Ideas in EU Law and Government (H) (not available 2017/18)
	EU475	Muslims in Europe (H)
	EU476	Turkey in Europe (H)
	EU479	EU Policy-Making and International Cooperation (H)
	EU480	Policy-Making in Europe: System Challenges (H)
	EU481	The Future: Political Responses to a Challenge (H) (not available 2017/18)
	EU484	Europe's Role in Global Migration Governance (H)
3	Courses to the value of one unit from the following:	
	GI421	Sexuality, Gender and Culture (H)
	GI422	Sexuality, Gender and Globalisation (H)
	GV479	Nationalism (H) (not available 2017/18)
	GV498	Multiculturalism (H) (not available 2017/18)
	GV4B9	The Second Europe (H)
	IR452	Empire and Conflict in World Politics (not available 2017/18)
	IR461	Islam in World Politics
	IR465	The International Politics of Culture and Religion
	IR481	Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
	SO479	Human Rights and Postcolonial Theory (H)
	A course not taken under Paper 2	
4	EU499	Dissertation

MSc in Global Health

Programme code: TMGLHE
Department: Health Policy
This information is for the 2017/18 session.
Full year programme. Students take five compulsory half unit courses, options to the value of 1.0 units, and a dissertation.

Paper	Course number and title	
1	HP405	Global Health: Policymaking and Policy Change (H)
2	HP404	Global Health Policy: Institutions, Actors and Politics (H)
3	HP408	Financing Health Care: Comparative Perspectives (H)
4	HP421	Economic Analysis for Health Policy in Low- and Middle-Income Countries (H)
5	One of the following half-unit courses:	
	HP403	Health Systems and Policies in Developing Countries (H) **or**
	HP407	Evidence Review and Synthesis for Decision Making (H)
6	Optional courses to the value of 1.0 units from the following list:	
	DV421	Global Health and Development (H)
	DV456	Planning for Population and Development (H)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
	HP401	Foundations of Health Policy (H)
	HP402	Measuring Health System Performance (H)
	HP403	Health Systems and Policies in Developing Countries (H)
	HP406	Principles of Modern Epidemiology (H)
	HP407	Evidence Review and Synthesis for Decision Making (H)
	HP422	Health Care Economic Evaluation (H)
	HP424	Pharmaceutical Economics and Policy (H)
	HP426	Applied Health Econometrics (H)
	HP427	US Health Policy (H) (not available 2017/18)
	MY405	Research Methods for Evaluation in Health, Development and Public Policy (H)
	SA4C8	Global Social Policy and International Organisations (H)
	SA4D1	Critical Population Health Issues in High and Middle-Income Countries (H)
	SA4D2	Global Health and Population Change (H)
	SA4D3	Behavioural Economics and the Valuation of Health Outcomes (H)
	Or another LSE course subject to the approval of the course tutor.	
	Or selected linear and study units at London School of Hygiene and Tropical Medicine subject to the approval of the course tutor.	
7	HP411	Dissertation in Global Health (H)

MSc in Global Politics

Programme Code: TMGLPO2
Department: Government
This information is for the 2017/18 session.
The MSc includes a core course, GV4A4 The Politics of Globalization (Paper 1) which all students must take. It draws on specialist knowledge from across the LSE's Politics staff to offer a comprehensive introduction to the changing structure of the global order, and the contemporary challenges of global politics. The rest of the MSc allows considerable choice of options whilst seeking to blend a global focus with more detailed thematic or regional knowledge. All students must write a 10,000 word dissertation.

PLEASE NOTE: Due to staff sabbaticals and research leave, the School cannot guarantee that all the courses listed below will be available.

Paper	Course number and title	
1	GV4A4	The Politics of Globalization
2	GV499	Dissertation *
3 & 4	Courses to the value of two full units selected from the option list below	

Options (access to the following courses is not necessarily guaranteed and may require the permission of the course coordinator; please consult the individual course guides for further information on availability)

DV413	Environmental Problems and Development Interventions (H)
DV415	Global Environmental Governance (H)
DV418	African Development (H)
DV420	Complex Emergencies (H)
DV421	Global Health and Development (H)
DV424	International Institutions and Late Development (H)
DV428	Managing Humanitarianism (H)
DV429	Global Civil Society (H) (not available 2017/18)
DV434	Human Security (H) (not available 2017/18)
EH446	Economic Development of East and Southeast Asia (not available 2017/18)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries
EU431	European Integration from a Global Perspective (H) (not available 2017/18)
EU443	European Models of Capitalism (H)
EU457	Culture and Security in Global Politics (H)
EU460	European Society and Politics beyond the Nation State (H) (withdrawn 2017/18)
EU473	Informal Governance (H) (not available 2017/18)
EU481	The Future: Political Responses to a Challenge (H) (not available 2017/18)
GI409	Gender, Globalisation and Development: An Introduction (H)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (H)
GI421	Sexuality, Gender and Culture (H)
GI422	Sexuality, Gender and Globalisation ††
GI423	Globalisation and Sexuality (H) ††
GV427	Democracy in East and South Asia (H)
GV432	Government and Politics in China (H)
GV441	States and Markets (H)
GV442	Globalisation and Democracy (H) (not available 2017/18)
GV443	The State and Political Institutions in Latin America (H)
GV444	Democracy and Development in Latin America (H)
GV465	War, Peace and the Politics of National Self-Determination (H)
GV479	Nationalism (not available 2017/18)
GV4A5	International Migration and Immigration Management (H)
GV4C2	Globalisation, Conflict and Post-Conflict Reconstruction (H)
GV4C9	Democratization and its Discontents in Southeast Asia (H)
GV4D3	Local Power in an Era of Globalization, Democratization and Decentralization (H)
GV4D4	The Politics of Inequality and Redistribution (H)
GV4E1	Comparative Democratization in a Global Age (H)
GV4E8	Conflict and Institutional Design in Divided Societies (H)
GV4F2	Popular Politics in the Middle East (H)
GV4G5	The History and Politics of the Modern Middle East (H)
GV4H2	Contemporary India: The World's Largest Democracy in the Early 21st Century (H)
GV4J4	Citizen Representation and Democracy in the European Union (H)
GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)
IR412	International Institutions
IR416	The EU in the World
IR419	The International Relations of the Middle East
IR449	Conflict and Peacebuilding (H)
IR455	Economic Diplomacy (H)
IR461	Islam in World Politics
IR462	Introduction to International Political Theory (H)
IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
IR464	The Politics of International Law (H)
IR466	Genocide (H)
IR467	Global Environmental Politics (H)
IR471	The Situations of the International Criminal Court (H)
IR481	Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
IR482	Russia and Eurasia: Foreign and Security Policies (not available 2017/18)
LL4C2	World Poverty and Human Rights (H) (not available 2017/18)
MG476	Corporate Social Responsibility and International Labour Standards (H)(not available 2017/18)

Or a course not listed approved by the MSc Convenor

Notes * Students must pass this course in order to pass the degree.
††GI422 cannot be taken alongside GI423

MSc in Health, Community and Development (not available in 2017/18 or 2018/19)

Programme code: TMHECODV
Department: Psychological and Behavioural Science
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, one unit of optional courses and a dissertation

Paper	Course number and title	
1	PS461	Health, Community and Development (not available 2017/18)
2	PS4A5	Methods for Social Psychology Research: Fundamental Qualitative and Fundamental Quantitative Methods
3	Courses to the value of one unit from the following:	
	AN436	The Anthropology of Development (H)
	DV420	Complex Emergencies (H)
	DV421	Global Health and Development (H)
	DV428	Managing Humanitarianism (H)
	DV429	Global Civil Society (H) (not available 2017/18)
	GI417	Gender, Population, and Policy (H) (not available 2017/18)
	GI422	Sexuality, Gender and Globalisation
	GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)
	GY431	Cities, People and Poverty in the South (H)
	GY439	Cities, Politics and Citizenship (H)
	PS409	Political Psychology of Intercultural Relations (H)
	PS410	Social Representations (H)
	PS418	Health Communication (H)
	PS458	Creativity and Innovation (H)
	PS464	Social Influence (H)
	SA4B5	International Planning and Children's Rights (H)
	SA4C2	Basic Education for Social Development (H) (not available 2017/18)
	SA4C8	Global Social Policy and International Organisations (H)

	SA4D2	Global Health and Population Change (H)
	HP403	Health Systems and Policies in Developing Countries (H)
	SA4K2	Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
4	PS497	Dissertation *

Notes In cases where there are no timetabling clashes, a student will be permitted to do other half unit options in the School, subject to permission from the Programme Director and the agreement of the teacher responsible for the relevant option.
* Failures on this course cannot be condoned. A bad fail is defined as a mark less than 29%.

MSc in Health and International Development

Programme code: TMHEINDE
Department: International Development
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units, non-assessed course DV445 and a dissertation as shown.

Paper	Course number and title	
1	DV421	Global Health and Development (H) ***and***
	DV442	Key Issues in Development Studies (H)
2	Two half-units from:	
	DV411	Population and Development: An Analytic Approach (H)
	DV456	Planning for Population and Development (H)
	DV458	Demographic Change and Development (H) (not available 2017/18)
	SA481	Population Analysis: Methods and Models (H)
	SA4D2	Global Health and Population Change (H)
3	Two half-units or one full unit from:	
	Any courses not taken from Paper 2 above	
	DV400	Development: History, Theory and Policy
	DV407	Poverty (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV418	African Development (H)
	DV420	Complex Emergencies (H)
	DV428	Managing Humanitarianism (H)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
	GI414	Theorising Gender and Social Policy (H)
	GI417	Gender, Population and Policy (H) (not available 2017/18)
	GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)
	GY431	Cities, People and Poverty in the South (H)
	PS418	Health Communication (H)
	HP403	Health Systems and Policies in Developing Countries (H)
	SA4F1	Migration: Current Research, Critical Approaches (H)
	SA4H7	Urbanisation and Social Policy in the Global South (H)
	SA4N5	Global Ageing (H) (not available 2017/18)
	Any other course approved by tutor *	
4	DV410	Research Design and Dissertation in International Development **and**
	DV445	Research Themes in International Development (non-assessed)

Notes * By special permission only.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of International Development (ie not prefixed with 'DV').

MSc in Health Policy, Planning and Financing

Programme code: TIHPPF
Department: Health Policy
This information is for the 2017/18 session.
Full-year programme taught jointly with the London School of Hygiene and Tropical Medicine. Students must take courses to the value of five units as shown below, and undertake a 10,000 word dissertation. It is highly recommended that students select courses which spread the workload over the course of the year. The dissertation will be completed during the summer.

Paper	Course number and title	
1	HP400	Financing Health Care (H)
2	(LSHTM)	1107 Health Services (H) ***or*** (LSHTM) 1117 Health, Policy Process and Power
3	Obligation for all students to take **one** additional course (half unit) at LSE from the following:	
	HP401	Foundations of Health Policy (H)
	HP420	Health Economics (H)
	HP424	Pharmaceutical Economics and Policy (H)
4	Obligation for all students to take **one** additional course (half unit) at LSHTM from the following:	
	(LSHTM)	1107 Health Services (H)
	(LSHTM)	1117 Health Policy, Process and Power (H)
	(LSHTM)	1123 Issues in Public Health (H)
	(LSHTM)	2001 Basic Epidemiology (H)
5-6	Two LSE Courses* from the following:	
	HP402	Measuring Health System Performance (H)
	HP403	Health Systems and Policies in Developing Countries (H)
	HP422	Health Care Economic Evaluation (H)
	HP423	Advanced Health Economics (H)
	HP425	Statistical Methods in Health Care Economic Evaluation (H)
	SA4D3	Behavioural Economics and the Valuation of Health Outcomes (H)
	SA4F8	Behavioural Public Policy (H)
	Another LSE Course (not listed above) with permission.	
7-8	Two LSHTM Courses* from the following:	
	(LSHTM)	1304 Health Impact and Decision Analysis (H)
	(LSHTM)	1402 Conflict and Health (H)
	(LSHTM)	1403 Organisational Management (H)
	(LSHTM)	1501 Economic Evaluation (H)
	(LSHTM)	1503 Globalisation and Health (H)
	(LSHTM)	1504 Economic Analysis for Health Policy (H)
	(LSHTM)	1606 Analytical Models for Decision Making (H)
	(LSHTM)	1808 Health Systems (H)
	Another LSHTM Course (not listed above) with permission.	
9	HP409	Dissertation for MSc Health Policy, Planning and Financing

Notes * At the discretion of the Programme Directors, students may be given the flexibility to choose an additional course from one institution, up to a total of four courses between both institutions under Papers 5, 6, 7 and 8. For example, three courses from LSE under Papers 5-6 and one course from LSHTM under Papers 7-8, or vice versa. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not prefixed with 'HP').

MSc in Global Population Health

(formerly MSc in Health, Population and Society)
Programme Code: TMGLPOPHE
Department: Social Policy
This information is for the 2017/18 session.
Full-year programme. Students must take one compulsory course, options to the value of two full units and a dissertation or research

report and research design/analyses as shown below.

Paper **Course number and title**

1 SA4DA Global Population Health

2 Two courses from the following:
- DV456 Planning for Population and Development (H)
- HP406 Principles of Modern Epidemiology (H)
- SA481 Population Analysis: Methods and Models (H)
- Or any MY MSc-level course with the approval of the Programme Director

3 One course from the following:
- DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
- SA4F1 Migration: Current Research, Critical Approaches (H)
- SA4N5 Global Ageing (H) (not available 2017/18)
- Any course not taken under Paper 2

4 One course from the following:
- GI417 Gender, Population and Policy (H) (not available 2017/18)
- DV411 Population and Development: an Analytical Approach (H)
- HP404 Global Health Policy: Institutions, Actors and Politics (H)
- PS418 Health Communication (H)
- HP401 Foundations of Health Policy (H)
- Any course not taken in Papers 2 and 3 or any other course where the student meets pre-requisites with approval from the Programme Director

5 SA4B3 MSc Global Population Health Dissertation

Notes It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.

MSc in History of International Relations

Programme Code: TMHYIRS
Department: International History
This information is for the 2017/18 session.

Full-year programme. Students take courses to the value of three full units (only one of which can be an outside option i.e. a course not listed below) and a dissertation:

Paper **Course number and title**

1, 2, 3 Courses to the value of three full units from the following list:
- HY400 Crisis Decision-Making in War and Peace, 1914-2003
- HY411 European Integration in the Twentieth Century
- HY422 Presidents, Public Opinion and Foreign Policy: from Roosevelt to Reagan, 1933-1989
- HY424 The Napoleonic Empire: The Making of Modern Europe
- HY429 Anglo-American Relations from World War to Cold War, 1939-91
- HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999
- HY434 The Rise and Fall of Communism in Europe 1917-1990
- HY435 Political Islam: From Ibn Taymiyya to ISIS
- HY436 Race, Violence and Colonial Rule in Africa
- HY439 War Cultures, 1890-1945 (not available 2017/18)
- HY440 The Emergence of Modern Iran: State, Society and Diplomacy
- HY441 Islam, State and Conflict in Southeast Asia
- HY444 The Cold War in Latin America (not available 2017/18)
- HY448 Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War
- HY459 The Ottoman Empire and its Legacy, 1299-1950
- HY461 East Asia in the Age of Imperialism, 1839-1945
- HY463 The Origins of the Cold War, 1917-1962
- HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict
- HY469 Maps, History and Power: The Spaces and Cultures of the Past (not available 2017/18)
- HY471 European Empires and Global Conflict, 1935-1948
- HY472 China and the External World, 1711-1839
- HY473 The GDR and Communist Parties in Europe 1949-1990
- HY477 Race, Gender and Reproduction in the Caribbean, 1860s-1980s
- HY478 The Origins of the Modern World: Europe, China and India, 1600-1800
- EH451 Latin American Development: Political Economy of Growth (H) (withdrawn 2017/18)
- EH452 Latin American Development and Economic History (H)
- EU426 The West (H) (not available 2017/18)
- EU475 Muslims in Europe (H)
- EU476 Turkey and Europe (H)
- IR439 Diplomacy (H) (not available 2017/18)
- **OR** a HY course from another MSc programme run by the Department of International History (subject to approval by the programme director)
- ***Or*** a related course from another department (outside option) (subject to approval by the programme director)

4 HY499 Dissertation

MSc in Human Geography and Urban Studies (Research)

Programme Code: TMHUGYRE
Department: Geography & Environment
This information is for the 2017/18 session.

Full-year programme. Students are required to be examined in elements from the three parts of the programme as specified below to the value of four units. Precise examination arrangements are listed under each course guide.

Paper **Course number and title**

Part I - Research Core

1 GY403 Contemporary Debates in Human Geography Seminar (H)

2 Advanced Research Methods course to the value of one unit chosen from:
- MY400 Fundamentals of Social Science Research Design (H)
- MY421M ***or*** MY421LQualitative Research Methods (H)
- MY426 Doing Ethnography (H)
- MY427 Qualitative Research With Non-Traditional Data (H)
- MY429 Special Topics in Qualitative Research: Introspection-based Methods in Social Research (H) (not available 2017/18)

Part II - Substantive Specialism

3 Courses to the value of 1.5 units from the following:
- GI409 Gender, Globalisation and Development: An Introduction (H)
- GI420 Globalisation, Gender and Development: Theorising Policy and Practice (H)
- GY409 Globalisation and Regional Development (H)
- GY415 Local Capacity and Economic Development Policy (H) (not available 2017/18)
- GY431 Cities, People and Poverty in the South (H)
- GY432 Urban Ethnography (H)
- GY438 Cities and Social Change in East-Asia (H)
- GY439 Cities, Politics and Citizenship (H)

	GY446	Planning for Sustainable Cities (H) (not available 2017/18)
	GY447	The Economics of Regional and Urban Planning (H)
	GY448	Social and Political Aspects of Regional and Urban Planning (H)
	GY449	Urban Futures (H)
	GY459	Urban Theory and Policy in the Global South (H)
	GY464	Race and Space (H) (not available 2017/18)
	GY467	Global Migration and Development (H) (not available 2017/18)
	GY470	Urban Africa (H)
	GY479	Urban Revolutions (H)
	GY480	Remaking China: Geographical Aspects of Development and Disparity (H) (not available 2017/18)
	OR Another coherent combination of GY and non-GY courses to the value of one and a half units as approved by the Programme Manager.	

Part III

4	GY499	Dissertation

MSc in Human Resources and Organisations

Full-year programme. Students must take compulsory and optional courses to the value of three units and a full unit dissertation as shown below. The number of compulsory and optional units will vary depending on the specialism taken.

All students take the following compulsory courses:

Paper	Course number and title	
1	MG480	Management of Human Resources: Strategies and Policy (H)
6	MG493	Dissertation
	Students take the following courses according to their chosen specialism:	

Specialism 1 - Organisational Behaviour
Programme code: TMHRORG3
Department: Management
This information is for the 2017/18 session.

Paper	Course number and title	
2	MG4C2	Organisational Behaviour (H)
3	MG475	Organisational Theory (H)
4	Three half-unit courses from the Options list	

Specialism 2 - Human Resource Management (CIPD)
Programme code: TMHRORG2
Department: Management
This information is for the 2017/18 session.

Paper	Course number and title	
2	MG4C2	Organisational Behaviour (H)
3	MG478	Globalisation and Human Resource Management (H)
4	MG4A9	Foundations of Business and Management for Human Resources (H)
5	One half-unit course from the following:	
	MG477	Reward System: Key Models and Practices (H) **or**
	MG4D5	Leadership in Organisations: Theory and Practice (H)
6	One half-unit course from the Options list	
7	MG493	Dissertation
8	MG4G8	Human Resource Management Skills and Practitioner Speaker Series (non-assessed)

Specialism 3 - International Employment Relations & Human Resource Management
Programme code: TMHRORG
Department: Management
This information is for the 2017/18 session.

Paper	Course number and title	
2	MG4D2	International Employment Relations (H)
3	MG478	Globalisation and Human Resource Management (H)
4	One course from the following:	
	MG473	Negotiation Analysis (H) ***or***
	MG475	Organisational Theory (H) ***or***
	MG4C2	Organisational Behaviour (H)
	MG4B5	Business in the Global Environment (H) (withdrawn 2017/18)
5	Two half-unit courses from the Options list	

Options list

Paper	Course number and title	
	LL4H8	Employment Law (H)
	LL4H9	Human Rights in the Workplace (H) (not available 2017/18)
	MG423	Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
	MG450	Social Network Analysis and Strategies (H) (not available 2017/18)
	MG474	Managing Diversity in Organisations (H) (withdrawn 2017/18)
	MG476	Corporate Social Responsibility and International Labour Standards (H) (not available 2017/18)
	MG477	Reward System: Key Models and Practices (H)
	MG4B6	Design and Management of Organisations (H)
	MG4B7	Organisational Change (H) (Specialisms 2 & 3 only)
	MG4D1	International and Comparative Human Resource Management (H) (not available 2017/18)
	MG4D3	The Dark Side of the Organisation (H)
	MG4D4	Cross Cultural Management (H)
	MG4D5	Leadership in Organisations: Theory and Practice (H)
	Specialism 1 only (Organisational Behaviour):	
	MG478	Globalisation and Human Resource Management (H)
	MG4B7	Organisational Change (H)
	PS428	Knowledge Processes in Organisations (H)(not available 2017/18)
	PS438	Corporate Communications (H)
	PS445	Organisational and Social Decision Making (H)
	PS458	Creativity and Innovation (H)
	PS462	Theory and Practice of Organisational Development (H)

Specialism 3 only (International Employment Relations):

	EU425	Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
	EU443	European Models of Capitalism (H)
	EU446	The Political Economy of European Monetary Integration (H)
	EU453	The Political Economy of European Welfare States (H)
	EU477	Labour Markets and the Political Economy of Employment in Europe (H)
	GI409	Gender, Globalisation and Development: An Introduction (H)
	GI418	Feminist Economics and Policy: An Introduction (H)
	GV4A5	International Migration and Immigration Management (H)

MSc in Human Rights

Programme Code: TMHURI
Department: Sociology
This information is for the 2017/18 session.

Full-year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

Paper	Course number and title	
1	SO424	Approaches to Human Rights

2 & 3 Optional Courses to the value of two full units from the following (registration for these options depends on availability, regulations and the conditions of the outside department. Some further restrictions apply to Law Department options that are part of the LLM degree) Access is not guaranteed for any option:

AN436 Anthropology of Development (H)
AN439 Anthropology and Human Rights (H) (not available 2017/18)
DV418 African Development (H)
DV420 Complex Emergencies (H)
DV428 Managing Humanitarianism (H)
DV429 Global Civil Society (H) (not available 2017/18)
EU457 Culture and Security in Global Politics (H)
EU458 Public Policy and Cultural Narratives in a Global Europe (H)
GI407 Globalisation, Gender and Development †
GI409 Gender, Globalisation and Development: An Introduction (H) †
GI413 Gender and Militarisation (H)
GI420 Globalisation, Gender and Development: Theorising Policy and Practice (H) †
GI421 Sexuality, Gender and Culture (H) ††
GI422 Sexuality, Gender and Globalisation ††
GI423 Globalisation and Sexuality (H) ††
GI425 Women, Peace and Security (H)
GI426 Gender and Human Rights (H)
GV408 Contemporary Disputes about Justice (H)
GV442 Globalisation and Democracy (H) (not available 2017/18)
GV465 War, Peace and the Politics of National Self-Determination (H)
GV4B7 The Liberal Idea of Freedom (H)
GV4C2 Globalisation, Conflict and Post-Conflict Reconstruction (H)
GV4D7 Dilemmas of Equality (H)
IR462 Introduction to International Political Theory (H)
IR463 The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
IR464 The Politics of International Law (H)
IR465 The International Politics of Culture and Religion
IR466 Genocide (H)
LL468 European Human Rights Law (H)
LL469 UK Human Rights Law (H)
LL475 Terrorism and the Rule of Law (H)
LL4A6 Climate Change and International Law (H)
LL4A8 International Law and the Use of Force (H)
LL4A9 Law in War (H)
LL4AR International Criminal Law: Core Crimes and Concepts (H)
LL4AS International Criminal Law 2: Prosecution and Practice (H)
LL4AW Foundations of International Human Rights Law (H)
LL4AX Selected Topics in International Human Rights Law (H)
LL4BA International Law and the Movement of Persons Within States (H)
LL4BB International Law and the Movement of Persons Between States (H)
LL4BY An Introduction to the International Human Rights of Women (H) (not available 2017/18)
LL4C2 World Poverty and Human Rights (H) (not available 2017/18)
LL4E6 International Dispute Resolution: Courts and Tribunals (H)
LL4E8 Law in Society: a Joint Course in Law and Anthropology
LL4H9 Human Rights in the Workplace (H) (not available 2017/18)
LL4K4 The International Law of Self-Determination (H)
LL4L6 Theory of Human Rights Law (H)
MG476 Corporate Social Responsibility and International Labour Standards (H) (not available 2017/18)
SA4B5 International Planning and Children's Rights (H)
SA4C8 Global Social Policy and International Organisations (H)
SA4D5 Social Rights and Human Welfare (H)
SO457 Political Reconciliation (H) (not available 2017/18)
SO479 Human Rights and Postcolonial Theory (H)
SO482 Topics of Race, Ethnicity and Postcolonial-Studies (H) (not available 2017/18)
SO483 Social Change Organizations (H)
SO490 Contemporary Social Thought (H)

4 SO496 MSc in Human Rights Dissertation

Notes †GI407 cannot be taken alongside GI409 or GI420
††GI422 cannot be taken alongside GI421 or GI423

MSc in Inequalities and Social Science

Programme code: TMINSOCSCI
Department: Sociology
This information is for the 2017/18 session.

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

1 SO478 Social Scientific Analysis of Inequalities
2 MY421 Qualitative Research Methods (H) ***or***
MY451 Introduction to Quantitative Analysis (H)
3 Courses to the value of 1.5 units from the following:

AN456 Anthropology of Economy (1): Production and Exchange (H)
AN457 Anthropology of Economy (2): Transformation and Globalisation (H)
GI409 Gender, Globalisation and Development: An Introduction (H)
GI425 Women, Peace and Security (H)
GV4D4 The Politics of Inequality and Redistribution (H)
GV4D7 Dilemmas of Equality (H)
GY413 Regional Development and Policy (H)
LL4C2 World Poverty and Human Rights (H) (not available 2017/18)
LL4CO Taxation of Wealth (H)
LL4H8 Employment Law (H)
MC428 Media Culture and Neoliberalism in the Global South (H)
MC433 Technology and Justice (H)
MG4D2 International Employment Relations (H)
SA429 Understanding Social (Dis)advantage (H)
SA4F1 Migration: Current Research, Critical Approaches (H)
SA4X6 Welfare Analysis and Measurement
SO454 Families and Inequalities (H)
SO480 Urban Inequalities (H)
SO481 Class, Politics and Culture (H)
SO482 Topics in Race, Ethnicity and Postcolonial studies (not available 2017/18)
ST416 Multilevel Modelling (H)
ST442 Longitudinal Data Analysis (H) (not available 2017/18)

4 SO497 MSc in Inequalities and Social Science Dissertation

MSc in International Development and Humanitarian Emergencies

Programme Code: TMINDEHE
Department: International Development
This information is for the 2017/18 session.
Full-year programme. Students take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title	
1	DV442	Key Issues in Development Studies (H)
2	DV428	Managing Humanitarianism (H)
	DV453	Humanitarian Consultancy Project (H)
3	Courses to the value of 1.5 units from the following:	
	AN436	The Anthropology of Development (H)
	DV407	Poverty (H)
	DV411	Population and Development: An Analytical Approach (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	DV418	African Development (H)
	DV420	Complex Emergencies (H)
	DV421	Global Health and Development (H)
	DV423	Global Political Economy of Development (H)
	DV424	International Institutions and Late Development (H)
	DV429	Global Civil Society (H) (not available 2017/18)
	DV432	China in Developmental Perspective (H) (not available 2017/18)
	DV433	The Informal Economy and Development (H) (not available 2017/18)
	DV434	Human Security (H) (not available 2017/18)
	DV435	African Political Economy (H)
	DV447	Public Affairs, International Development and Gendered Violence (H) (not available 2017/18)
	DV451	Money in an Unequal World (H) (withdrawn 2017/18)
	DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (H)
	DV455	Advocacy, Campaigning and Grassroots Activism (H)
	DV483	Information Communication Technologies and Socio-economic Development (H)
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
	DV491	Economic Development Policy II: Microeconomic Analysis (H)
	DV492	Economic Development Policy III: Government Policy Analysis (H)
	GI413	Gender and Militarisation
	GI425	Women, Peace and Security (H)
	GV4C2	Globalisation, Conflict and Post-Conflict Reconstruction (H)
	MG460	Handling Disruption: Humanitarian Emergencies Management and Development (H)
	PH432	Effective Philanthropy: Ethics and Evidence (H)
	SA4E6	Rural Development and Social Studies (with permission) (H) (not available 2017/18)
	Other relevant courses with permission of degree programme and course managers.	
4	DV410	Research Design and Dissertation in International Development ***and***
	DV445	Research Themes in International Development (non-assessed)

MSc in International Health Policy (Health Economics)

Programme Code: TMIHEPHE
Department: Health Policy
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of four full units, including a half unit dissertation as shown.

Paper	Course number and title	
1	HP400	Financing Health Care (H)
	HP425	Statistical Methods in Health Care Economic Evaluation (H)
2	HP423	Advanced Health Economics (H)
	HP422	Health Care Economic Evaluation (H)
3	HP426	Applied Health Econometrics (H)
4	Courses to the value of one full unit from the following:	
	EC426	Public Economics
	HP401	Foundations of Health Policy (H)
	HP402	Measuring Health System Performance (H)
	HP403	Health Systems and Policies in Developing Countries (H)
	HP420	Health Economics (H)
	HP424	Pharmaceutical Economics and Policy (H)
	HP427	US Health Policies (H) (not available 2017/18)
	SA4D1	Critical Population Health Issues in High and Middle-Income Countries (H)
	SA4D2	Global Health and Population Change (H)
	SA4D3	Behavioural Economics and the Valuation of Health Outcomes (H)
	SA4F8	Behavioural Public Policy (H)
	SA4L4	Behaviour, Happiness and Public Policy (withdrawn 2017/18)
	SA4X6	Welfare Analysis and Measurement
	Another LSE course subject to the approval of the course tutor.	
	Selected linear and study units at London School of Hygiene and Tropical Medicine subject to the approval of the course tutor.	
5	HP410	Dissertation: MSc International Health Policy and MSc International Health Policy (Health Economics) (H)

Notes It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not prefixed with 'HP').

MSc in International Health Policy

Programme Code: TMIHEP
Department: Health Policy
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of four full units, including a half unit dissertation, as shown.

Paper	Course number and title	
1	HP400	Financing Health Care (H)
	HP402	Measuring Health System Performance (H)
2	HP420	Health Economics (H)
	HP424	Pharmaceutical Economics and Policy (H)
3	HP401	Foundations of Health Policy (H)
4	Courses to the value of one full unit from the following:	
	EC426	Public Economics I
	HP403	Health Systems and Policies in Developing Countries (H)
	HP422	Health Care Economic Evaluation (H)
	HP425	Statistical Methods in Health Care Economic Evaluation (H)
	MG483	eHealth: Policy, Strategy and Systems (H)
	MY451M ***or*** MY451L Introduction to Quantitative Analysis (H)	
	MY452M ***or*** MY452L Applied Regression Analysis (H)	
	SA4D1	Critical Population Health Issues in High and

		Middle-Income Countries (H)
	SA4D2	Global Health and Population Change (H)
	SA4D3	Behavioural Economics and the Valuation of Health Outcomes (H)
	SA4E9	Advanced Health Economics (H) (withdrawn 2017/18)
	SA4F8	Behavioural Public Policy (H)
	SA4L4	Behaviour, Happiness and Public Policy (withdrawn 2017/18)
	SA4X6	Welfare Analysis and Measurement
	Another LSE course subject to the approval of the course tutor.	
	Selected linear and study units at London School of Hygiene and Tropical Medicine subject to the approval of the course tutor.	
5	HP410	Dissertation: MSc International Health Policy and MSc International Health Policy (Health Economics) (H)
Notes	It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not prefixed with 'HP').	

MSc in International Migration and Public Policy

Programme Code: TMIMPP
Department: Sociology
This information is for the 2017/18 session.
Students must take courses to the value of three units and a dissertation as shown below, plus SO476 Researching Migration: Research Questions and Research Methods.

Paper	Course number and title	
1	Two of the following courses:	
	GV4A5	International Migration and Immigration Management (H)
	SO468	International Migration and Migrant Integration (H)
	EU464	International Migration: EU Policies and Politics (H)
2	Courses to the value of one full unit from the following:	
	DV428	Managing Humanitarianism (H)
	EH408	International Migration, 1500-2000: from slavery to asylum (H)
	EU458	Public Policy and Cultural Narratives in a Global Europe (H)
	EU464	International Migration: EU Policies and Politics (H)
	EU475	Muslims in Europe (H)
	EU484	Europe's Role in Global Migration Governance (H)
	GV4A5	International Migration and Immigration Management (H)
	GY467	Global Migration and Development (H) (not available 2017/18)
	SA4F1	Migration: Current Research, Critical Approaches (H)
	SO468	International Migration and Migrant Integration (H)
	SO489	Family and Migration (H)
3	Courses to the value of one full unit from the following:	
	AN439	Anthropology and Human Rights (H) (not available 2017/18)
	DV434	Human Security (H) (not available 2017/18)
	GI422	Sexuality, Gender and Globalisation
	GV442	Globalisation and Democracy (H) (not available 2017/18)
	GV498	Multiculturalism (H) (not available 2017/18)
	GV4F4	Policy Advice in Theory and Practice (H)
	GY403	Contemporary Debates in Human Geography (H)
	GY464	Race and Space (H) (not available 2017/18)
	HY436	Race, Violence and Colonial Rule in Africa
	IR447	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
	LL469	UK Human Rights Law (H)
	LL4BA	International Law and the Movement of Persons Within States (H)
	LL4BB	International Law and the Movement of Persons Between States (H)
	MY400	Fundamentals of Social Science Research Design (H)
	MY451	Introduction to Quantitative Analysis (H)
	MY452	Applied Regression Analysis (H)
	SA4B8	Ethnicity, Race and Social Policy (H)
	SA4L1	The Governance of Welfare: The Nation State and the European Union (H)
	SO424	Approaches to Human Rights
	SO454	Families and Inequalities (H)
	SO457	Political Reconciliation (H) (not available 2017/18)
	SO477	Urban Social Theory (H)
	SO479	Human Rights and Postcolonial Theory (H)
	SO482	Topics in Race, Ethnicity and Postcolonial-Studies (H) (not available 2017/18)
	Another course from Paper 2	
	Another course with the approval of the student's academic adviser and programme convenor	
4	SO499	Dissertation

MSc in International Political Economy

Programme Code: TMIPE
Department: International Relations
This information is for the 2017/18 session.
Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 full units and a dissertation as shown.

Paper	Course number and title	
1	IR470	International Political Economy (H)
2	Courses to the value of 1.0 full unit from the following:	
	IR447	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR453	Global Business in International Relations (H)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (H)
	IR455	Economic Diplomacy (H)
	IR467	Global Environmental Politics (H)
	IR468	The Political Economy of Trade (H)
	IR469	Politics of Money in the World Economy (H)
3	Additional courses to the value of 1.5 units from Paper 2 or from another programme approved by the Programme Director.	
4	IR499	Dissertation

MSc in International Political Economy (Research)

Programme Code: TMIPERE
Department: International Relations
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown.

Paper	Course number and title	
1	IR470	International Political Economy (H)
2	MY4M1MY4M2 Foundations of Social Research 1 ***or***	

	Foundations of Social Research 2	
3	Courses to the value of 1.5 units from the following:	
	IR447	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR453	Global Business in International Relations (H)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (H)
	IR455	Economic Diplomacy (H)
	IR467	Global Environmental Politics (H)
	IR468	The Political Economy of Trade (H)
	IR469	Politics of Money in the World Economy (H)
	One half-unit course from another programme approved by the Programme Director.	
4	IR499	Dissertation

MSc in International Relations

Programme Code: TMIR
Department: International Relations
This information is for the 2017/18 session.
Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation.

Paper	**Course number and title**	
1	IR410	International Politics
2	Courses to the value of one full unit:	
	IR411	Foreign Policy Analysis III
	IR412	International Institutions
	IR415	Strategic Aspects of International Relations
	IR416	The EU in the World
	IR418	International Politics: Asia and the Pacific (not available 2017/18)
	IR419	The International Relations of the Middle East
	IR431	European Union Policy Making in a Global Context (H) (not available 2017/18)
	IR433	The International Politics of EU Enlargement (H)
	IR434	European Defence and Security (H)
	IR439	Diplomacy (H) (not available 2017/18)
	IR445	China and the World
	IR447	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR448	American Grand Strategy (H)
	IR449	Conflict and Peacebuilding (H)
	IR452	Empire and Conflict in World Politics (H) (not available 2017/18)
	IR453	Global Business in International Relations (H)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (H)
	IR461	Islam in World Politics
	IR462	Introduction to International Political Theory (H)
	IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
	IR464	The Politics of International Law (H)
	IR465	The International Politics of Culture and Religion
	IR466	Genocide (H)
	IR467	Global Environmental Politics (H)
	IR471	The Situations of the International Criminal Court (H)
	IR472	Advanced Topics in International Politics (H)
	IR473	China and the Global South (H)
	IR474	Revolutions and World Politics (H)
	IR475	Gender/ed/ing International Politics (H)
	IR477	Africa: Governance, Peace, and Security (H)
	IR481	Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
	IR482	Russia and Eurasia: Foreign and Security Policies (not available 2017/18)
3	A further course or courses from Paper 2 to the value of one full unit or a course from another programme approved by the Department.	
4	IR499	Dissertation

MSc in International Relations (Research)

Programme Code: TMIRRE
Department: International Relations
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit and a dissertation.

Paper	**Course number and title**	
1	IR436	Theories of International Relations
2	MY4M1	Foundations of Social Research 1 ***or***
	MY4M2	Foundations of Social Research 2
3	Courses to the value of one full unit from the following:	
	DV413	Environmental Problems and Development Interventions (H) ***and***
	DV415	Global Environmental Governance (H)
	EU426	The West (H) (not available 2017/18)
	EU431	European Integration from a Global Perspective (H) (not available 2017/18)
	EU435	History and Theory of European Integration (H)
	EU437	Europe Beyond Modernity (H)
	GI413	Gender and Militarisation (H)
	GI426	Gender and Human Rights (H)
	GV479	Nationalism (not available 2017/18)
	IR411	Foreign Policy Analysis III
	IR412	International Institutions
	IR415	Strategic Aspects of International Relations
	IR416	The EU in the World
	IR418	International Politics: Asia and the Pacific (not available 2017/18)
	IR419	The International Relations of the Middle East
	IR431	European Union Policy-Making in a Global Context (H) (not available 2017/18)
	IR433	The International Politics of EU Enlargement (H)
	IR434	European Defence and Security (H)
	IR445	China and the World
	IR447	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR448	American Grand Strategy (H)
	IR449	Conflict and Peacebuilding (H)
	IR452	Empire and Conflict in World Politics (H) (not available 2017/18)
	IR453	Global Business in International Relations (H)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (H)
	IR461	Islam in World Politics
	IR462	Introduction to International Political Theory (H)
	IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
	IR464	The Politics of International Law (H)
	IR465	The International Politics of Culture and Religion
	IR466	Genocide (H)
	IR467	Global Environmental Politics (H)
	IR471	The Situations of the International Criminal Court (H)
	IR472	Advanced Topics in International Politics (H)
	IR473	China and the Global South (H)
	IR474	Revolutions and World Politics (H)
	IR475	Gender/ed/ing International Politics (H)
	IR477	Africa: Governance, Peace, and Security (H)
	IR481	Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)

	IR482	Russia and Eurasia: Foreign and Security Policies (not available 2017/18)
4	IR499	Dissertation

MSc in International Relations Theory

Programme Code: TMINRETH
Department: International Relations
This information is for the 2017/18 session.
Full year programme. Students will take three papers to the value of three full-unit and write a 10,000 word dissertation.

Paper	Course number and title	
1	IR436	Theories of International Relations
2	A course/courses to the value of one full-unit from the following:	
	IR411	Foreign Policy Analysis III
	IR415	Strategic Aspects of International Relations
	IR439	Diplomacy (H) (not available 2017/18)
	IR448	American Grand Strategy (H)
	IR449	Conflict and Peacebuilding (H)
	IR452	Empire and Conflict in World Politics (H) (not available 2017/18)
	IR462	Introduction to International Political Theory (H)
	IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
	IR464	The Politics of International Law (H)
	IR465	The International Politics of Culture and Religion
	IR471	The Situations of the International Criminal Court (H)
	IR472	Advanced Topics in International Politics (H)
	IR474	Revolutions and World Politics (H)
	IR475	Gender/ed/ing International Politics (H)
3	Either: another course/courses to the value of one full-unit from Paper 2 above or: a course/courses to the value of one full-unit from the list below:	
	EU435	History and Theory of European Integration (H)
	GI413	Gender and Militarisation (H)
	GI426	Gender and Human Rights (H)
	IR412	International Institutions
	IR416	The EU in the World
	IR418	International Politics: Asia and the Pacific (not available 2017/18)
	IR419	The International Relations of the Middle East
	IR431	European Union Policy Making in a Global Context (H) (not available 2017/18)
	IR433	The International Politics of EU Enlargement (H)
	IR434	European Defence and Security (H)
	IR447	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR461	Islam in World Politics
	IR466	Genocide (H)
	IR473	China and the Global South (H)
	IR477	Africa: Governance, Peace, and Security (H)
	IR481	Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
	IR482	Russia and Eurasia: Foreign and Security Policies (not available 2017/18)
	A course from another programme §	
4	IR499 Dissertation to be submitted by 1st September on a topic approved by the Department.	
Notes	§ means by special permission only	

MSc in Law and Accounting

Programme Code: TMLLAC
Department: Law
This information is for the 2017/18 session.
Full-year programme. Students must take four units of courses. The Core course will be examined by Long Essay due in August and a two-hour exam in May/June. Examinations in other courses may be in January or May/June depending on the regulations under which those courses fall.

Paper	Course number and title	
1	LL440	Corporate Law and Accounting *
2	AC416	Topics in Financial Reporting (H) # ***and*** AC417 Corporate Financial Disclosure and Investor Relations (H)
	Or	
	AC490	Management Accounting, Decisions and Control (H) † ***and*** AC491 Financial Accounting, Reporting and Disclosure (H) †
3	Courses to the value of one unit from the following:	
	LL4AA	Global Copyright Policy: Contemporary Issues (H)
	LL4AH	Corporate Governance (H) (not available 2017/18)
	LL4AJ	Insolvency Law: Principles, Rescue and Reconstruction Processes (H)
	LL4AK	Insolvency Law: Company Liquidation and Stakeholder Interests (H)
	LL4AL	International Business Transactions: Commercial Litigation (H)
	LL4AM	International Business Transactions: Advanced Procedure and Tactics (H)
	LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (H)
	LL4AP	International Business Transactions: Contracts and Property (H)
	LL4AT	Regulation: Strategies and Enforcement (H)
	LL4AU	Regulation: Legal and Political Aspects (H)
	LL4AY	International Tax Systems (H)
	LL4AZ	International Tax Systems: Advanced Problems (H)
	LL4BE	Principles of Financial Regulation (H) (not available 2017/18)
	LL4BF	International Financial Regulation (H)
	LL4BK	Corporate Crime (H)
	LL4BL	Financial Crime (H)
	LL4BQ	Trade Mark Law (H) (not available 2017/18)
	LL4BR	Trade Marks, Brands and Branding: Contemporary Issues (H)
	LL4CD	European Company Law (H)
	LL4CF	UK Corporate Law (H)
	LL4CJ	Comparative Corporate Taxation (H)
	LL4CK	Taxation of Corporate Transactions (H) (not available 2017/18)
	LL4CM	Law in the Economy (H) (not available 2017/18)
	LL4CO	Taxation of Wealth (H)
	LL4CP	Tax Avoidance (H)
	LL4F2	Law and Practice of International Finance (H)
	LL4F3	Mergers, Acquisitions and Restructurings in Europe (H)
	LL4F4	Takeover Regulation in the UK and the US (H)
	LL4G8	Law of Corporate Finance (H)
	LL4H4	Financial Law (H)
	LL4H8	Employment Law (H)
	LL4H9	Human Rights in the Workplace (H) (not available 2017/18)
	LL4K8	Law of Corporate Finance: Securities Regulation (H)
	LL4K9	European Capital Markets Law (H) (not available 2017/18)
	LL4N6	Principles of Copyright Law (H)

	LL4S1	Cyberlaw (H)
	LL4S2	E-Commerce Law (H)
	LL4S5	Piracy, Content and Ownership in the Information Society (H)
	LL4Z1	Business Taxation (H)
	LL4Z2	Principles of Taxation (H) (not available 2017/18)
	LL4Z3	Consumption Taxes (H)
	LL4Z4	Value Added Tax in the EU (H) (not available 2017/18)
	LL4Z9	Banking Law (H)
	Any other LLM course from those offered at LSE subject to approval	
4	Any of the courses listed in Paper 3 above for which the student is eligible and has not already taken, or one of the following (or two half units) with approval:	
	AC411	Accounting, Strategy and Control (H)
	AC412	Accountability, Organisations and Risk Management (H)
	AC415	Management Accounting for Decision Making (H)
	AC416	Topics in Financial Reporting (H) (if not taken in Paper 2) #
	AC417	Corporate Financial Disclosure and Investor Relations (H) (if not taken in Paper 2)
	AC444	Valuation and Securities Analysis (H)
	AC470	Accounting in the Global Economy (H)
	FM473L	Finance I (H)
	FM473M	Finance I (H)
	FM474L	Managerial Finance (H)
	FM474M	Managerial Finance (H)
	An LSE LLM or MSc course not listed here §	
Notes	* To be examined by 10,000-word Long Essay and a two-hour examination. † For those without prior knowledge of accounting. § Means by special permission only. # AC480 Quantitative Methods in Accounting and Finance is a pre requisite for this course. AC480 runs over a 9-day period before the start of MT.	

MSc in Law, Anthropology and Society

Programme Code: TMLLANSO
Department: Law
This information is for the 2017/18 session.

Paper	**Course number and title**	
1	LL4E8	Law in Society: A Joint Course in Law and Anthropology
2 & 3	Courses to the value of two full units selected from the following:	
	AN402	The Anthropology of Religion
	AN404	Anthropology: Theory and Ethnography
	AN405	The Anthropology of Kinship, Sex and Gender
	AN439	Anthropology of Human Rights (H) (not available 2017/18)
	AN451	Anthropology of Politics (H)
	AN456	Anthropology of Economy (1): Production and Exchange (H)
	AN457	Anthropology of Economy (2): Transformation and Globalisation (H)
	AN458	Children and Youth in Contemporary Ethnography (H) (not available 2017/18)
	LL4BP	Current Issues in Intellectual and Cultural Property Law (H) (not available 2017/18)
	LL4BQ	Trade Mark Law (H) (not available 2017/18)
	LL4BR	Trade Marks, Brands and Branding: Contemporary Issues (H)
	LL4BT	Cultural Property and Heritage Law (H)
	LL4BU	Art Law (H)
	LL4CA	Law and Social Theory (H)
	LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (H)
	LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (H)
	LL4CM	Law in the Economy (H) (not available 2017/18)
	LL4CN	New Technologies in Law and the Body (H) (not available 2017/18)
	LL4L1	The Theory and Practice of dispute resolution (H)
	LL4L7	Advanced Mediation (H) (not available 2017/18)
	Other course from Law, Anthropology or a related discipline may be taken subject to the approval of the course teachers.	
4	LL4E9	Dissertation: MSc Law, Anthropology and Society
Notes	Candidates with a first degree in law must take at least one of the Papers 2 & 3 in anthropology; candidates with a first degree in social science must take at least one Papers 2 & 3 in law. Students in this programme will be closely advised by their supervisor in choosing the courses for Papers 2 & 3 so as to form a well-designed programme in view of their previous studies and their dissertation topic.	

LLM

Programme codes: TMLL2 (Full time)
TMLL2EPT (Extended part time)
Department: Law
This information is for the 2017/18 session.

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Master's Programmes on the online Calendar apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority.

In order to obtain the degree, students must complete courses (see Courses list below) to the value of four full units, which will normally comprise eight half unit courses. One of these eight half units will be the compulsory half unit Legal Research Skills course, which will be assessed by a 10,000 word dissertation. This stand-alone dissertation will provide the element of extended writing for all LLM students. Students will be required to sign a statement on plagiarism when submitting this dissertation.

Students can complete the LLM course requirements in either one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years. Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below to the total equivalent of one half unit. Exceptionally, and subject to the same conditions courses to the total value of one full unit may be selected to replace two courses from the list below.

Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year.

Extended part-time students must satisfy the same requirements as those applicable to full-time students. Students must take courses to the value of one unit in the first year and successfully complete this. Students who successfully complete four units within a period of six years will satisfy the requirements for the degree.

Students registered before 2013-14

The LLM programme regulations for students entering in or after 2013-14 differ from those in force in previous years. This reflects a move to half unit courses in 2013-14. Students registered before 2013-14 are covered by the regulations which were in operation at the time of their initial registration on the programme. For earlier editions of the regulations please refer to the page for previous academic sessions lse.ac.uk/resources/calendar/

PreviousAcademicSessions.htm. This page contains links to reference copies of programme regulations for years 2009-10, 2010-11, 2011-12, 2012-13 and 2013-14. If continuing students have any queries on these matters they should consult their Academic Adviser.

Examination

Students will be examined in courses to the total value of four full units.

An oral examination may be held if the examiners so determine.

For courses assessed by written examination (which will be the norm on the LLM apart from the Legal Research Skills course), the examination will normally be held in January, May or June. Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the examination room except in accordance with the regulations for the particular course.

Degree certificate

Students who successfully complete the LLM examination may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean taking a minimum of 4 courses within a specialist area. The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

Courses

Compulsory course for all LLM students

LL4F9 Legal Research and Writing Skills (H)

Banking Law and Financial Regulation

LL4AT Regulation: Strategies and Enforcement (H)
LL4AU Regulation: Legal and Political Aspects (H)
LL4BE Principles of Financial Regulation (H) (not available 2017/18)
LL4BF International Financial Regulation (H)
LL4BK Corporate Crime (H)
LL4BL Financial Crime (H)
LL4CM Law in the Economy (H) (not available 2017/18)
LL4F1 Secured Financing in Commercial Transactions (H) (not available 2017/18)
LL4F2 The Law and Practice of International Finance (H)
LL4G8 Law of Corporate Finance (H)
LL4H4 Financial Law (H)
LL4K8 Law of Corporate Finance: Securities Regulation (H)
LL4K9 European Capital Markets Law (H) (not available 2017/18)
LL4Z9 Banking Law (H)

Competition, Innovation & Trade

LL4AA Global Copyright Policy: Contemporary Issues (H)
LL4AF Principles of Global Competition Law (H)
LL4AG Competition Law: Challenges and Prospects (H)
LL4AV Global Trade Governance: Contemporary Issues (H) (not available 2017/18)
LL4B1 Foundations of International Economic Law (H)
LL4BM The Legal Protection of Inventions (H) (not available 2017/18)
LL4BN Innovation, Technology and Patent Law (H) (not available 2017/18)
LL4BP Current Issues in Intellectual and Cultural Property Law (H) (not available 2017/18)
LL4BQ Trade Mark Law (H) (not available 2017/18)
LL4BR Trade Marks, Brands and Branding: Contemporary Issues (H)
LL4N6 Principles of Copyright Law (H)
LL4S1 Cyberlaw (H)
LL4S2 E-Commerce Law (H)
LL4S4 Digital Rights, Privacy and Security (H) (not available 2017/18)
LL4Z5 EU State Aid Law (H)

Corporate and/or Commercial Law

LL4AA Global Copyright Policy: Contemporary Issues (H)
LL4AF Principles of Global Competition Law (H)
LL4AG Competition Law: Challenges and Prospects (H)
LL4AH Corporate Governance (H) (not available 2017/18)
LL4AJ Insolvency Law: Principles, Rescue and Reconstruction Processes (H)
LL4AK Insolvency Law: Company Liquidation and Stakeholder Interests (H)
LL4AT Regulation: Strategies and Enforcement (H)
LL4AU Regulation: Legal and Political Aspects (H)
LL4BK Corporate Crime (H)
LL4BL Financial Crime (H)
LL4BM The Legal Protection of Inventions (H) (not available 2017/18)
LL4BN Innovation, Technology and Patent Law (H) (not available 2017/18)
LL4BX Corporate Governance - Advanced Topics (H) (not available 2017/18)
LL4C5 Fundamentals of International Commercial Arbitration (H)
LL4C6 Advanced Issues of International Commercial Arbitration (H)
LL4CC Commercial Remedies (H)
LL4CD European Company Law (H)
LL4CF UK Corporate Law (H)
LL4CJ Comparative Corporate Taxation (H)
LL4CK Taxation of Corporate Transactions (H) (not available 2017/18)
LL4CM Law in the Economy (H) (not available 2017/18)
LL4CP Tax Avoidance (H)
LL4CQ Legal Aspects of Private Equity and Venture Capital (H)
LL4E7 Investment Treaty Law (H)
LL4F1 Secured Financing in Commercial Transactions (H) (not available 2017/18)
LL4F2 The Law and Practice of International Finance (H)
LL4F3 Mergers, Acquisitions and Restructuring in Europe (H)
LL4F4 Takeover Regulation in the UK and the US (H)
LL4G6 International Commodity Sales Law (H) (not available 2017/18)
LL4G8 Law of Corporate Finance (H)
LL4H4 Financial Law (H)
LL4K5 International Commercial Contracts: General Principles (H)
LL4K6 International Uniform Sales Law (H) (not available 2017/18)
LL4K8 Law of Corporate Finance: Securities Regulation (H)
LL4K9 European Capital Markets Law (H) (not available 2017/18)
LL4N6 Principles of Copyright Law (H)
LL4S2 E-Commerce Law (H)
LL4Z1 Business Taxation (H)
LL4Z5 EU State Aid Law (H)

Corporate and Securities Law

LL4AH Corporate Governance (H) (not available 2017/18)
LL4BE Principles of Financial Regulation (H) (not available 2017/18)
LL4BF International Financial Regulation (H)
LL4BK Corporate Crime (H)
LL4BL Financial Crime (H)
LL4CD European Company Law (H)
LL4CF UK Corporate Law (H)
LL4CM Law in the Economy (H) (not available 2017/18)
LL4CQ Legal Aspects of Private Equity and Venture Capital (H)
LL4F2 The Law and Practice of International Finance (H)
LL4F3 Mergers, Acquisitions and Restructuring in Europe (H)
LL4F4 Takeover Regulation in the UK and the US (H)
LL4G8 Law of Corporate Finance (H)
LL4H4 Financial Law (H)
LL4K8 Law of Corporate Finance: Securities Regulation (H)
LL4K9 European Capital Markets Law (H) (not available 2017/18)

Criminology and Criminal Justice

LL4AR International Criminal Law: Core Crimes and Concepts (H)
LL4AS International Criminal Law 2: Prosecution and Practice (H)
LL4AT Regulation: Strategies and Enforcement (H)

LL4AU Regulation: Legal and Political Aspects (H)
LL4BC Policing and Police Powers (H) (withdrawn 2017/18)
LL4BD Policing: Contemporary Issues and Controversies (H) (withdrawn 2017/18)
LL4BK Corporate Crime (H)
LL4BL Financial Crime (H)
LL4CE Security and Criminal Law (H)
LL4CL Explaining Punishment: Philosophy, Political Economy, Sociology (H)
LL4G7 Mental Health Law: The Civil Context (H) (not available 2017/18)
LL4K7 Mental Health Law: The Criminal Context (H)
SA4L6 Illegal Drugs and Their Control: Theory, Policy and Practice
SA4N8 Riots, Disorder and Urban Violence (H)

Courses outside of Law cannot be counted towards an LLM specialism. However, the following courses would complement this specialism:

SA4L7 Policing, Security and Globalisation (H)
SA4K5 Issues in Contemporary Policing (H)

European Law

EU420 European Union Law and Government (H)
LL4AB Law and administrative procedures in the EU (H) (not available 2017/18)
LL4AC Legal Accountability and Redress of Grievance in the EU (H) (not available 2017/18)
LL4AF Principles of Global Competition Law (H)
LL4AG Competition Law: Challenges and Prospects (H)
LL4BG Philosophy of European Union Law (H) (not available 2017/18)
LL4BH Contemporary Issues of European Union Law (H) (not available 2017/18)
LL4BV Transnational Environmental Law (H)
LL4CD European Company Law (H)
LL4F3 Mergers, Acquisitions and Restructuring in Europe (H)
LL4H8 Employment Law (H)
LL4H9 Human Rights in the Workplace (H) (not available 2017/18)
LL4K9 European Capital Markets Law (H) (not available 2017/18)
LL4Y9 Comparative and Transnational Law (H)
LL4Z4 Value Added Tax in the EU (H) (not available 2017/18)
LL4Z5 EU State Aid Law (H)

Human Rights Law

GI421 Sexuality, Gender and Culture
GI422 Sexuality, Gender and Globalisation
GI426 Gender and Human Rights (H)
LL468 European Human Rights Law (H)
LL469 UK Human Rights Law (H)
LL475 Terrorism and the Rule of Law (H)
LL4A6 Climate Change and International Law (H)
LL4A8 International Law and the Use of Force (H)
LL4A9 Law in War (H)
LL4AQ Constitutional Theory (H)
LL4AR International Criminal Law: Core Crimes and Concepts (H)
LL4AS International Criminal Law 2: Prosecution and Practice (H)
LL4AW Foundations of International Human Rights Law (H)
LL4AX Selected Topics in International Human Rights Law (H)
LL4BA International Law and the Movement of Persons within States (H)
LL4BB International Law and the Movement of Persons Between States (H)
LL4BG Philosophy of European Union Law (H) (not available 2017/18)
LL4BH Contemporary Issues of European Union Law (H) (not available 2017/18)
LL4BW Law and Political Thought (H)
LL4BY An Introduction to the International Human Rights of Women (H) (not available 2017/18)
LL4C2 World Poverty and Human Rights (H) (not available 2017/18)
LL4H9 Human Rights in the Workplace (H) (not available 2017/18)
LL4K4 The International Law of Self-Determination (H)
LL4L6 Theory of Human Rights Law (H)
LL4S4 Digital Rights, Privacy and Security (H) (not available 2017/18)
LL4Z6 Comparative Constitutional Law: Institutions (H)
LL4Z7 Comparative Constitutional Law: Rights (H)
SO424 Approaches to Human Rights

Information Technology, Media and Communications Law

LL4AA Global Copyright Policy: Contemporary Issues (H)
LL4AT Regulation: Strategies and Enforcement (H)
LL4AU Regulation: Legal and Political Aspects (H)
LL4BM The Legal Protection of Inventions (H) (not available 2017/18)
LL4BN Innovation, Technology and Patent Law (H) (not available 2017/18)
LL4BP Current Issues in Intellectual and Cultural Property Law (H) (not available 2017/18)
LL4BQ Trade Mark Law (H) (not available 2017/18)
LL4BR Trade Marks, Brands and Branding: Contemporary Issues (H)
LL4H2 Media Law: Regulating Publication (H)
LL4H3 Media Law: Regulating Newsgathering (H)
LL4N6 Principles of Copyright Law (H)
LL4S1 Cyberlaw (H)
LL4S2 E-Commerce Law (H)
LL4S4 Digital Rights, Privacy and Security (H) (not available 2017/18)
LL4S5 Piracy, Content and Ownership in the Information Society (H)

Intellectual Property Law

LL4AA Global Copyright Policy: Contemporary Issues (H)
LL4AT Regulation: Strategies and Enforcement (H)
LL4AU Regulation: Legal and Political Aspects (H)
LL4BM The Legal Protection of Inventions (H) (not available 2017/18)
LL4BN Innovation, Technology and Patent Law (H) (not available 2017/18)
LL4BP Current Issues in Intellectual and Cultural Property Law (H) (not available 2017/18)
LL4BQ Trade Mark Law (H) (not available 2017/18)
LL4BR Trade Marks, Brands and Branding: Contemporary Issues (H)
LL4BT Cultural Property and Heritage Law (H)
LL4BU Art Law
LL4H2 Media Law: Regulation Publication (H)
LL4H3 Media Law: Regulation Newsgathering (H)
LL4N6 Principles of Copyright Law (H)
LL4S1 Cyberlaw (H)
LL4S5 Piracy, Content and Ownership in the Information Society (H)

International Business Law

LL4AF Principles of Global Competition Law (H)
LL4AG Competition Law: Challenges and Prospects (H)
LL4AH Corporate Governance (H) (not available 2017/18)
LL4AL International Business Transactions: Commercial Litigation (H)
LL4AM International Business Transactions: Advanced Procedure and Tactics (H)
LL4AN International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (H)
LL4AP International Business Transactions: Contracts and Property (H)
LL4AV Global Trade Governance: Contemporary Issues (H) (not available 2017/18)
LL4AY International Tax Systems (H)
LL4AZ International Tax Systems: Advanced Problems (H)
LL4B1 Foundations of International Economic Law (H)
LL4BE Principles of Financial Regulation (H) (not available 2017/18)
LL4BF International Financial Regulation (H)
LL4BK Corporate Crime (H)
LL4BL Financial Crime (H)

LL4BM The Legal Protection of Inventions (H) (not available 2017/18)
LL4BN Innovation, Technology and Patent Law (H) (not available 2017/18)
LL4C5 Fundamentals of International Commercial Arbitration (H)
LL4C6 Advanced Issues of International Commercial Arbitration (H)
LL4CC Commercial Remedies (H)
LL4CJ Comparative Corporate Taxation (H)
LL4CM Law in the Economy (H) (not available 2017/18)
LL4CP Tax Avoidance (H)
LL4E7 Investment Treaty Law (H)
LL4F2 The Law and Practice of International Finance (H)
LL4F3 Mergers, Acquisitions and Restructuring in Europe (H)
LL4F4 Takeover Regulation in the UK and the US (H)
LL4G6 International Commodity Sales (H) (not available 2017/18)
LL4H4 Financial Law (H)
LL4K5 International Commercial Contracts: General Principles (H)
LL4K6 International Uniform Sales Law (H) (not available 2017/18)
LL4K9 European Capital Markets Law (H) (not available 2017/18)
LL4S2 E-Commerce Law (H)
LL4Y9 Comparative and Transnational Law (H)
LL4Z2 Principles of Taxation (H) (not available 2017/18)
LL4Z3 Consumption Taxes (H)
LL4Z5 EU State Aid Law (H)

Legal Theory

LL468 European Human Rights Law (H)
LL475 Terrorism and the Rule of Law (H)
LL4A6 Climate Change and International Law (H)
LL4AQ Constitutional Theory (H)
LL4AT Regulation: Strategies and Enforcement (H)
LL4AU Regulation: Legal and Political Aspects (H)
LL4BC Policing and Police Powers (H) (withdrawn 2017/18)
LL4BD Policing: Contemporary Issues and Controversies (H) (withdrawn 2017/18)
LL4BG Philosophy of European Union Law (H) (not available 2017/18)
LL4BP Current Issues in Intellectual and Cultural Property Law (H) (not available 2017/18)
LL4BW Law and Political Thought (H)
LL4CA Law and Social Theory (H)
LL4CB Modern Legal History: Private Law and the Economy 1750-1950 (H)
LL4CE Security and Criminal Law (H)
LL4CM Law in the Economy (H) (not available 2017/18)
LL4CN New Technologies in Law and the Body (H) (not available 2017/18)
LL4CO Taxation of Wealth (H)
LL4CP Tax Avoidance (H)
LL4E8 Law in Society: a Joint Course in Law and Anthropology
LL4H7 Foundations of Legal Theory (H)
LL4J1 Critical Perspectives on Legal Theory (H)
LL4L1 The Theory and Practice of Dispute Resolution (H)
LL4L5 Socio-legal Theory and Practice (H)
LL4L6 Theory of Human Rights Law (H)
LL4L7 Advanced Mediation (H) (not available 2017/18)
LL4S1 Cyberlaw (H)
LL4Y9 Comparative and Transnational Law (H)
LL4Z6 Comparative Constitutional Law: Institutions (H)
LL4Z7 Comparative Constitutional Law: Rights (H)

Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:

SA4L7 Policing, Security and Globalisation (H)
SA4K5 Issues in Contemporary Policing (H)

Public International Law

LL475 Terrorism and the Rule of Law (H)
LL4A6 Climate Change and International Law (H)
LL4A8 International Law and the Use of Force (H)
LL4A9 Law in War (H)
LL4AD Rethinking International Law: International Law and Contemporary Problems (H)
LL4AE Rethinking International Law: International Legal Thought (H)
LL4AR International Criminal Law: Core Crimes and Concepts (H)
LL4AS International Criminal Law 2: Prosecution and Practice (H)
LL4AV Global Trade Governance: Contemporary Issues (H) (not available 2017/18)
LL4AW Foundations of International Human Rights Law (H)
LL4AX Selected Topics in International Human Rights Law (H)
LL4B1 Foundations of International Economic Law (H)
LL4BA International Law and the Movement of Persons within States (H)
LL4BB International Law and the Movement of Persons Between States (H)
LL4BV Transnational Environmental Law (H)
LL4BY An Introduction to the International Human Rights of Women (H) (not available 2017/18)
LL4C2 World Poverty and Human Rights (H) (not available 2017/18)
LL4CM Law in the Economy (H) (not available 2017/18)
LL4E6 International Dispute Resolution: Courts and Tribunals (H)
LL4E7 Investment Treaty Law (H)
LL4F6 International Dispute Resolution: Non-Adjudicatory Processes (H) (not available 2017/18)
LL4K4 The International Law of Self-Determination (H)

Public Law

EU420 European Union Law and Government (H)
LL468 European Human Rights Law (H)
LL469 UK Human Rights Law (H)
LL475 Terrorism and the Rule of Law (H)
LL4AB Law and administrative procedures in the EU (H) (not available 2017/18)
LL4AC Legal Accountability and Redress of Grievance in the EU (H) (not available 2017/18)
LL4AQ Constitutional Theory (H)
LL4AT Regulation: Strategies and Enforcement (H)
LL4AU Regulation: Legal and Political Aspects (H)
LL4BC Policing and Police Powers (H) (withdrawn 2017/18)
LL4BD Policing: Contemporary Issues and Controversies (H) (withdrawn 2017/18)
LL4BG Philosophy of European Union Law (H) (not available 2017/18)
LL4BH Contemporary Issues of European Union Law (H) (not available 2017/18)
LL4BV Transnational Environmental Law (H)
LL4BW Law and Political Thought (H)
LL4CP Tax Avoidance (H)
LL4G7 Mental Health Law: The Civil Context (H) (not available 2017/18)
LL4H2 Media Law: Regulating Publication (H)
LL4H3 Media Law: Regulating Newsgathering (H)
LL4K7 Mental Health Law: The Criminal Context (H)
LL4Y9 Comparative and Transnational Law (H)
LL4Z2 Principles of Taxation (H) (not available 2017/18)
LL4Z6 Comparative Constitutional Law: Institutions (H)
LL4Z7 Comparative Constitutional Law: Rights (H)

Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:

SA4L7 Policing, Security and Globalisation (H)
SA4K5 Issues in Contemporary Policing (H)

Taxation

EC426 Public Economics
LL4AY International Tax Systems (H)
LL4AZ International Tax Systems: Advanced Problems (H)
LL4CG Understanding Issues in Tax Law and Policy (H)
LL4CH Current Issues in Tax Law and Policy (H)

LL4CJ Comparative Corporate Taxation (H)
LL4CK Taxation of Corporate Transactions (H) (not available 2017/18)
LL4CM Law in the Economy (H) (not available 2017/18)
LL4CO Taxation of Wealth (H)
LL4CP Tax Avoidance (H)
LL4Z1 Business Taxation (H)
LL4Z2 Principles of Taxation (H) (not available 2017/18)
LL4Z3 Consumption Taxes (H)
LL4Z4 Value Added Tax in the EU (H) (not available 2017/18)

LLM Seminar Course

LL4A1 LLM Subject Area Specialist Research Seminars ‡

Notes ‡ Not assessed; part of LSE's extra curricular intellectual development.
This programme, its constituent courses and lectures qualify as Continuing Professional Development (CPD) and are accredited by the Law Society and Bar Council. Further information is available from the Department of Law.

MSc in Local Economic Development

Programme Code: TMLED
Department: Geography and Environment
This information is for the 2017/18 session.

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Paper	**Course number and title**	
1	GY404	Topics in Local Economic Development (H)
	GY410	The Economics of Local and Regional Development (H)
2		
	GY407	Globalisation, Regional Development and Policy
3	Courses to the value of 1.0 units from the following list:	
	EU434	The Political Economy of Southeast Europe (H) (not available 2017/18)
	EU439	Political and Fiscal Integration and Disintegration in EU Member States (H)
	EU477	Labour Markets and the Political Economy of Employment in Europe (H)
	GY400	The Economics of Urbanisation (H)
	GY420	Environmental Regulation: Implementing Policy
	GY428	Applied Quantitative Methods (H)
	GY431	Cities, People and Poverty in the South (H)
	GY438	Cities and Social Change in East Asia (H)
	GY447	The Economics of Regional and Urban Planning (H)
	GY455	Economic Appraisal and Valuation (H)
	GY460	Techniques of Spatial Economic Analysis (H)
	GY465	Concepts in Environmental Regulation (H)
	GY470	Urban Africa (H)
	GY475	Issues in Environmental Governance (H)
	GY480	Remaking China: Geographical aspects of Development and Disparity (H) (not available 2017/18)
	MY452M **or** MY452L Applied Regression Analysis (H)	
	A relevant course from another programme as approved by the Programme Director	
4	GY499	Dissertation

Global MSc in Management (2 Year Programme)

Programme code: TMGLMG2
Department: Management
For all first and second year students in 2017/18. These regulations apply to students entering in or after the 2016/17 academic year.

A two-year programme. Students take courses to the value of eight units.
The second year includes a dissertation. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.
All students are required to attend MG4A1 Introduction to Studying for GMiM.
Students may choose to concentrate their electives in a certain topic area and may elect to have one of the elective titles attached to their degree certificate if the title reflects the course of study followed by the student. The possible titles are listed as headings within the Elective Courses below with the courses attached to those areas listed beneath them. If no such election is made, the degree certificate will state 'Management' without further specification.

Year 1

Core Courses

Paper	**Course number and title**	
1	MG431	Managerial Economics (H)*
	MG461	Quantitative Analysis in Management (H) **
2	MG434	Organisational Behaviour (H)
	MG462	Qualitative Analysis in Management (H)
3	MG458	Foundations of Management I (H)
	MG459	Foundations of Management II (H)
4	MG4E2	Marketing Management (H)
	Students also take the compulsory unassessed part of MG488:	
	MG488A	GMiM Capstone Course - Management in Action

Optional Courses

5 Students take courses up to the value of one half unit from the Elective Courses listed below.
It is not compulsory for students to take a half unit of optional courses under Paper 5 in the first year. Instead, students can elect to take a half unit of optional courses in Year 2, in addition to their second year optional courses taken under Paper 8. +

Notes * Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from this course and will be free to take an elective course, subject to the approval of the Programme Director.
** Upon satisfactorily demonstrating that they have already taken statistics at university level, students may be exempted from this course and will be free to take an elective course, subject to the approval of the Programme Director.

Year 2

Core Courses

6	MG420	Dissertation (H)
	MG430	Strategy, Organisation and Innovation (H)
7	MG488B	GMiM Capstone Course - Management in Action (H)

Optional Courses

8 Courses to the value of 2.5 full units from the Elective Courses listed below.

Notes + Students who have not taken courses under Paper 5 in their first year, will also need to take a further half unit course in addition to Paper 8.

Elective Courses

Any of the courses listed within the Elective Courses section may be taken, subject to pre-requisites and course availability, by any GMiM student. However, students who wish to have one of the elective titles attached to their degree certificate should choose from within the appropriate sub-list those number of courses that will satisfy the unit requirement for that title.

Accounting and Finance

To qualify for this elective title to be attached to their degree certificate, students must take courses to the value of 3.0 full units from the following. At least 1.0 unit of courses must be from the Department of Accounting and at least 1.0 unit of courses must be from the Department of Finance. Students who do not wish to qualify for this elective title are free to choose a different number of electives from this sub-list:

AC411 Accounting, Strategy and Control (H)
AC412 Accountability, Organisations and Risk Management (H)
AC415 Management Accounting for Decision Making (H)
AC416 Topics in Financial Reporting (H) ***
AC417 Corporate Financial Disclosure and Investor Relations (H)
AC444 Valuation and Security Analysis (H)
AC470 Accounting in the Global Economy (H)
FM402 Financial Risk Analysis (H)
FM413 Fixed Income Markets (H)
FM421 Applied Corporate Finance (H) (pre-requisiteFM431L / FM431M **or** FM473L / FM473M ***or*** FM474L/ FM474M must also have been taken previously)
FM429 Asset Markets A (H) (cannot be taken with FM473L / FM473M **or** FM474L / FM474M)
FM430 Corporate Finance and Asset Markets (cannot be taken with FM429 / FM431M / FM431L / FM474M / FM474L)
FM431L Corporate Finance A (H) (cannot be taken with FM430 /FM474L/ FM474M)
FM431M Corporate Finance A (H)(cannot be taken with FM430 /FM474L/ FM474M)
FM441 Derivatives (H)
FM442 Quantitative Methods for Finance and Risk Analysis (H)
FM445 Portfolio Management (H)
FM447 Global Financial Systems (H)
FM472 International Finance (H)
FM473L Finance I (H) (cannot be taken with FM429 ***or*** FM430)
FM473M Finance I (H) (cannot be taken with FM429 **or** FM430)
FM474L Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM474M Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM476 Entrepreneurial Finance (H)

Accounting

To qualify for this elective title to be attached to their degree certificate, students must take courses to the value of at least 2.0 full units from the following. Otherwise students are free to choose a different number of electives from this sub-list:

AC411 Accounting, Strategy and Control (H)
AC412 Accountability, Organisations and Risk Management (H)
AC415 Management Accounting for Decision Making (H)
AC416 Topics in Financial Reporting (H) ***
AC417 Corporate Financial Disclosure and Investor Relations (H)
AC444 Valuation and Security Analysis (H)
AC470 Accounting in the Global Economy (H)

Finance

To qualify for this elective title to be attached to their degree certificate, students must take courses to the value of at least 2.0 full units from the following. Otherwise students are free to choose a different number of electives from this sub-list:

FM402 Financial Risk Analysis (H)
FM413 Fixed Income Markets (H)
FM421 Applied Corporate Finance (H) (pre-requisite FM431L / FM431M ***or*** FM473L / FM473M ***or*** FM474L / FM474M must have also been taken previously)
FM429 Asset Markets A (cannot be taken with FM473L / FM473M **or** FM474L / FM474M)
FM430 Corporate Finance and Asset Markets
FM431L Corporate Finance A (H) (cannot be taken with FM430 /FM474L/ FM474M)
FM431M Corporate Finance A (H)(cannot be taken with FM430 /FM474L/ FM474M)
FM441 Derivatives (H)
FM442 Quantitative Methods for Finance and Risk Analysis (H)
FM445 Portfolio Management (H)
FM447 Global Financial Systems (H)
FM472 International Finance (H)
FM473L Finance I (H) (cannot be taken with FM429 **or** FM430)
FM473M Finance I (H) (cannot be taken with FM429 **or** FM430)
FM474L Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM474M Managerial Finance (H) (cannot be taken with FM430 / FM473L / FM473M)
FM476 Entrepreneurial Finance (H)

Human Resource Management

To qualify for this elective title to be attached to their degree certificate, students must take courses to the value of at least 2.0 full units from the following. Otherwise students are free to choose a different number of electives from this sub-list:

MG473 Negotiation Analysis (H)
MG477 Reward System: Key Models and Practices (H)
MG478 Globalisation and Human Resource Management (H)
MG4A3 Incentives and Governance in Organisations (H)
MG4B6 Design and Management of Organisations (H)
MG4B7 Organisational Change (H)
MG4D2 International Employment Relations (H)
MG4D3 The Dark Side of the Organisation (H)
MG4D5 Leadership in Organisations: Theory and Practice (H)
PS428 Knowledge Processes in Organizations (H) (not available 2017/18)
PS438 Corporate Communications (H)

Information Systems and Digital Business

To qualify for this elective title to be attached to their degree certificate, students must take courses to the value of at least 2.0 full units from the following. Otherwise students are free to choose a different number of electives from this sub-list:

MG453 Managing Digital Business (H) (not available 2017/18)
MG472 Global Strategy, Management and Information Systems (H)
MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (H)
MG481 Innovating Organisational Information Technology (H)
MG482 Innovation and Technology Management (H)
MG483 eHealth: Policy, Strategy and Systems (H)
MG484 Global Sourcing and Management of Business and IT Services (H) (not available 2017/18)
MG485 Management and Economics of E-Business (H)
MG486 Social Computing, Data and Information Services (H)
MG487 Innovation and Information Systems: Concepts and Perspectives (H)
MG492 Data Governance: Privacy, Openness and Transparency (H)
MG4A8 Strategy for the Information Economy (H)

MG4C3 Information Technology and Service Innovation (H)

Marketing and Consumer Behaviour

To qualify for this elective title to be attached to their degree certificate, students must take courses to the value of at least 2.0 full units from the following. Otherwise students are free to choose a different number of electives from this sub-list:

MC408 Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H)
MG403 Pricing Strategy (H)
MG404 Consumer Insights I: Behavioural Fundamentals (H)
MG405 Behavioural Decision Science (H) (not available 2017/18)
MG452 Behavioural Economics for Management (H)
MG455 Consumer Insights II: Judgement and Decision Making (H)(not available 2017/18)
MG456 Analytics for Strategic Decisions (H)
MG473 Negotiation Analysis (H)
MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
MG4F3 New Media Marketing: Managing Online and Social Media (H)

Strategy and International Business

To qualify for this elective title to be attached to their degree certificate, students must take courses to the value of at least 2.0 full units from the following. Otherwise students are free to choose a different number of electives from this sub-list:

MG401 Operations Management for Management Consultancy (H)
MG405 Behavioural Decision Science (H) (not available 2017/18)
MG421 International Business Strategy and Emerging Markets (H)
MG422 Thinking Strategically (H)
MG423 Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
MG436 Firms, Markets and Crises (H)(not available 2017/18)
MG452 Behavioural Economics for Management (H)
MG455 Consumer Insights II: Judgement and Decision Making (H)(not available 2017/18)
MG456 Analytics for Strategic Decisions (H)
MG472 Global Strategy, Management and Information Systems (H)
MG473 Negotiation Analysis (H)
MG477 Reward System: Key Models and Practices (H)
MG478 Globalisation and Human Resource Management (H)
MG4A3 Incentives and Governance in Organisations (H)
MG4A4 Empirical Research Strategy for Managerial Economics (H) (not available 2017/18)
MG4A8 Strategy for the Information Economy (H)
MG4B1 Corporate Strategy (H)
MG4B6 Design and Management of Organisations (H)
MG4B9 The World Trading System (H)
MG4G4 Topics in Management Research (H)

Other courses available to be taken as electives:

AC490 Financial Reporting and Management: Management Accounting, Strategy and Control (H)
AC491 Financial Reporting and Management: Financial Reporting (H)
DV423 Global Political Economy and Development (H)
DV424 International Institutions and Late Development (H)
EU446 The Political Economy of European Monetary Integration (H)
GI407 Globalisation, Gender and Development (cannot be taken alongside either GI409 or GI420)
GI409 Gender, Globalisation and Development: An Introduction (H)
GI420 Globalisation, Gender and Development: Theorising Policy and Practice (H)
MA423 Fundamentals of Operations Research (H) (***formerly MG4C1 Fundamentals of Operations Research***)
MA424 Modelling in Operations Research (H) (***formerly MC4C5 Computer Modelling: Applied Statistics and Simulation***)
MA427 Mathematical Optimisation (H) ***(formerly MG4C6 Mathematical Programming: Theory and Algor ithms)***
MG409 Auctions and Game Theory (H)
MG418 Open Innovation (H)
MG460 Handling Disruption: Humanitarian Emergencies Management and Development (H)
MG4E4 Analytic Frameworks for Policy Evaluation (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4G3 Designing and Managing Change in the Public Sector (H)
MY452 Applied Regression Analysis (H)
MY455 Multivariate Analysis and Measurement (H)
PS458 Creativity and Innovation (H)
ST429 Statistical Methods for Risk Management (H)

Or another MSc-level course which is offered in the School, subject to approval of the course proprietor and the Programme Director.

Notes # FM430 is a full unit course consisting of FM431L and FM429 combined. This course cannot be taken in conjunction with FM431L, FM431M, FM429, FM473L, FM473M, FM474L or FM474M.

*** AC480 Quantitative Methods in Accounting and Finance is a pre requisite for this course. AC480 runs over a 9-day period before the start of MT.

See the programme regulations for Global MSc Management (CEMS MIM) stream

See the programme regulations for Global MSc Management (MBA Exchange) stream

Global MSc in Management (CEMS MIM)

Programme code: TMGLMGCEMS

Department: Management

For all first and second year students in 2017/18. These regulations apply to students entering in or after the 2016/17 academic year.

A two-year programme. Students are also awarded the CEMS Master's in International Management (MIM) degree, subject to successful completion of the CEMS MIM requirements.

Students take courses to the value of eight units which includes: two units at a partner CEMS Institution (MG410 Term Abroad); CEMS compulsory MG463 CEMS Global Management Practice (H); a dissertation; and the course MG488 GMiM Capstone Course - Management in Action (H) taught over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Year 1

Core Courses

Paper	Course number and title	
1	MG431	Managerial Economics (H) *
	MG461	Quantitative Analysis in Management (H) **
2	MG434	Organisational Behaviour (H)
	MG462	Qualitative Analysis in Management (H)
3	MG458	Foundations of Management I (H)
	MG459	Foundations of Management II (H)

4 MG4E2 Marketing Management (H)
Students also take the compulsory unassessed part of MG488:
MG488A GMiM Capstone Course - Management in Action

Optional Courses

5 Students take courses up to the value of one half unit from the Elective Courses listed below.
It is not compulsory for students to take a half unit of optional courses under Paper 5 in the first year. Instead, students can elect to take a half unit of optional courses in Year 2, in addition to their second year core courses taken under Papers 6, 7 and 8. +

Notes * Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from this course and will be free to take an elective course, subject to the approval of the Programme Director.
** Upon satisfactorily demonstrating that they have already taken statistics at university level, students may be exempted from this course and will be free to take an elective course, subject to the approval of the Programme Director.

Year 2

Core Courses

6 MG420 Dissertation (H)
MG430 Strategy, Organisation and Innovation (H)
7 MG463 CEMS Global Management Practice (H)
MG488B GMiM Capstone Course - Management in Action (H)
8 MG410 Term Abroad. Courses to the value of two units to be taken at one of the partner CEMS Institutions.

Notes + Students who have not taken courses under Paper 5 in their first year, will also need to take a further half unit course in addition to core second year courses, chosen from the Elective Courses list below.

Elective Courses

AC411 Accounting, Strategy and Control (H)
AC412 Accountability, Organisations and Risk Management (H)
AC415 Management Accounting for Decision Making (H)
AC416 Topics in Financial Reporting (H) ***
AC417 Corporate Financial Disclosure and Investor Relations (H)
AC444 Valuation and Security Analysis (H)
AC470 Accounting in the Global Economy (H)
AC490 Financial Reporting and Management: Management Accounting, Strategy and Control (H)
AC491 Financial Reporting and Management: Financial Reporting (H)
DV423 Global Political Economy and Development (H)
DV424 International Institutions and Late Development (H)
EU446 The Political Economy of European Monetary Integration (H)
FM402 Financial Risk Analysis (H)
FM413 Fixed Income Markets (H)
FM421 Applied Corporate Finance (H) (pre-requisite FM431L / FM431M **or** FM473L / FM473M ***or*** FM474L / FM474M must also have been taken previously)
FM429 Asset Markets A (H) (cannot be taken with FM473L / FM473M ***or*** FM474L / FM474M)
FM430 Corporate Finance and Asset Markets (cannot be taken with FM429 / FM431M / FM431L / FM474M / FM474L)
FM431L Corporate Finance A (H) (cannot be taken with FM430 /FM474L/ FM474M)
FM431M Corporate Finance A (H)(cannot be taken with FM430 /FM474L/ FM474M)
FM441 Derivatives (H)
FM442 Quantitative Methods for Finance and Risk Analysis (H)
FM445 Portfolio Management (H)
FM447 Global Financial Systems (H)
FM472 International Finance (H)
FM473L Finance I (H) (cannot be taken with FM429 ***or*** FM430)
FM473M Finance I (H) (cannot be taken with FM429 ***or*** FM430)
FM474L Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM474M Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM476 Entrepreneurial Finance (H)
GI407 Globalisation, Gender and Development (cannot be taken alongside either GI409 or GI420)
GI409 Gender, Globalisation and Development: An Introduction (H)
GI420 Globalisation, Gender and Development: Theorising Policy and Practice (H)
MA423 Fundamentals of Operations Research (H) (***formerly MG4C1 Fundamentals of Operations Research***)
MA424 Modelling in Operations Research (H) (***formerly MC4C5 Computer Modelling: Applied Statistics and Simulation***)
MA427 Mathematical Optimisation (H) ***(formerly MG4C6 Mathematical Programming: Theory and Algorithms)***
MG401 Operations Management for Management Consultancy (H)
MG402 Public Management: A Strategic Approach (H)
MG403 Pricing Strategy (H)
MG404 Consumer Insights I: Behavioural Fundamentals (H)
MG405 Behavioural Decision Science (H) (not available 2017/18)
MG409 Auctions and Game Theory (H)
MG418 Open Innovation (H)
MG421 International Business Strategy and Emerging Markets (H)
MG422 Thinking Strategically (H)
MG423 Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
MG436 Firms, Markets and Crises (H)(not available 2017/18)
MG452 Behavioural Economics for Management (H)
MG453 Managing Digital Business (H) (not available 2017/18)
MG455 Consumer Insights II: Judgement and Decision Making (H)(not available 2017/18)
MG456 Analytics for Strategic Decisions (H)
MG460 Handling Disruption: Humanitarian Emergencies Management and Development (H)
MG472 Global Strategy, Management and Information Systems (H)
MG473 Negotiation Analysis (H)
MG477 Reward System: Key Models and Practices (H)
MG478 Globalisation and Human Resource Management (H)
MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (H)
MG481 Innovating Organisational Information Technology (H)
MG482 Innovation and Technology Management (H)
MG483 eHealth: Policy, Strategy and Systems (H)

MG484 Global Sourcing and Management of Business and IT Services (H) (not available 2017/18)
MG485 Management and Economics of E-Business (H)
MG486 Social Computing, Data and Information Services (H)
MG487 Innovation and Information Systems: Concepts and Perspectives (H)
MG492 Data Governance: Privacy, Openness and Transparency (H)
MG4A3 Incentives and Governance in Organisations (H)
MG4A4 Empirical Research Strategy for Managerial Economics (H) (not available 2017/18)
MG4A8 Strategy for the Information Economy (H)
MG4B1 Corporate Strategy (H)
MG4B6 Design and Management of Organisations (H)
MG4B7 Organisational Change (H)
MG4B9 The World Trading System (H)
MG4C3 Information Technology and Service Innovation (H)
MG4D2 International Employment Relations (H)
MG4D3 The Dark Side of the Organisation (H)
MG4D5 Leadership in Organisations: Theory and Practice (H)
MG4E4 Analytic Frameworks for Policy Evaluation (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
MG4F3 New Media Marketing: Managing Online and Social Media (H)
MG4G3 Designing and Managing Change in the Public Sector (H)
MG4G4 Topics in Management Research (H)
MY452 Applied Regression Analysis (H)
MY455 Multivariate Analysis and Measurement (H)
PS428 Knowledge Processes in Organizations (H) (not available 2017/18)
PS438 Corporate Communications (H)
PS458 Creativity and Innovation (H)
ST429 Statistical Methods for Risk Management (H)
Or another MSc-level course which is offered in the School, subject to approval of the course proprietor and the Programme Director.

Notes # FM430 is a full unit course consisting of FM431L and FM429 combined. This course cannot be taken in conjunction with FM431L, FM431M, FM429, FM473L, FM473M, FM474L or FM474M.
*** AC480 Quantitative Methods in Accounting and Finance is a pre requisite for this course. AC480 runs over a 9-day period before the start of MT.

CEMS Exchange

Programme code: TOMNCEMS2
Department: Management
This information is for the 2017/18 session.

A one term (Michaelmas or Lent Term only) exchange programme for visiting CEMS MIM students. The CEMS MIM exchange programme is attached to the Global MSc Management programme. Students from 30 partner exchange schools www.cems.org/academic-members/our-members/list/spend one term at LSE and choose 4 half-unit courses from the list below, according to which term they attend. CEMS MIM exchange students are not here in the main examination period therefore are assessed during the term.

Students take half unit* courses to the value of two units which includes: compulsory MG464 CEMS Global Business Strategy course (Michaelmas Term students only) and CEMS compulsory MG463 CEMS Global Management Practice (Lent Term students only) and the CEMS Business Project (Lent Term students only). Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

Michaelmas Term students are required to attend the compulsory Block Seminar and Business Communication Skills Seminar, as per the CEMS MIM curriculum requirements.

Lent Term students are required to attend the compulsory Responsible Global Leadership Seminar, as per the CEMS MIM curriculum requirements.

*Students are not permitted to take one unit courses.

Core Courses

Paper Course number and title

1 MG463 CEMS Global Management Practice (H) (Lent Term students only) ***or***
MG464 CEMS Global Business Strategy (H) (Michaelmas Term students only)

Optional Courses

2,3,4 Courses to the value of 1.5* units selected from the option list below:
AC411 Accounting, Strategy and Control (H)
AC412 Accountability, Organisations and Risk Management (H)
AC444 Valuation and Security Analysis (H)
AC470 Accounting in the Global Economy (H)
AC490 Financial Reporting and Management: Management Accounting, Strategy and Control (H)
AC491 Financial Reporting and Management: Financial Reporting (H)
DV423 Global Political Economy and Development (H)
DV424 International Institutions and Late Development (H)
DV432 China in Developmental Perspective (H) (not available 2017/18)
DV433 The Informal Economy and Development (H) (not available 2017/18)
DV435 African Political Economy (H)
DV450 Policy, Bureaucracy and Development: Theory and Practice of Policy Design, Implementation and Evaluation (H)
DV451 Money in an Unequal World (H) (withdrawn 2017/18)
EH404 India and the World Economy (H)
EH413 African Economic Development in Historical Perspective (H) (not available 2017/18)
EH464 The Historical Context of Business (H)
EH481 Economic Change in Global History: Approaches and Analysis (H)
EU424 The Idea of Europe (H) (withdrawn 2017/18)
EU432 The Philosophy of Europe (H)
EU435 History and Theory of European Integration (H)
EU437 Europe Beyond Modernity (H)
EU446 The Political Economy of European Monetary Integration (H)
FM404 Forecasting Financial time Series (H)
FM421 Applied Corporate Finance (H) (pre-requisite FM431L / FM431M **or** FM473L / FM473M **or** FM474L / FM474M must also have been taken previously)
FM429 Asset Markets A (H) (cannot be taken with FM473L / FM473M **or** FM474L / FM474M)
FM431L Corporate Finance A (H) (cannot be taken with FM430 / FM474L / FM474M)
FM431M Corporate Finance A (H) (cannot be taken with FM430 / FM474L / FM474M)
FM441 Derivatives (H)
FM445 Portfolio Management (H)
FM447 Global Financial System (H)
FM472 International Finance (H)
FM473L Finance I (H) (cannot be taken with FM429 or FM430)
FM473M Finance I (H) (cannot be taken with FM429 or FM430)

FM474L Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM474M Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM476 Entrepreneurial Finance (H)
GI403 Gender and Media Representation (H)
GI409 Gender, Globalisation and Development: An Introduction (H)
GV465 War, Peace and the Politics of National Self-Determination (H)
GY409 Globalization and Regional Development (H)
GY410 Economics of Local and Regional Development (H)
GY438 Cities and Social Change in East Asia (H)
GY447 The Economics of Regional and Urban Planning (H)
IR439 Diplomacy (H) (not available 2017/18)
IR447 Political Economy of International Labour Migration (H) (not available 2017/18)
IR452 Empire and Conflict in World Politics (H) (not available 2017/18)
MA402 Game Theory I (H)
MA423 Fundamentals of Operations Research (H) (formerly MG4C1 Techniques of Operational Research)
MA431 Advanced Topics in Operational Research and Applicable Mathematics (H) (***formerly MG4B4 Advanced Topics in Operational Research***) (not available 2017/18)
MG401 Operations Management for Management Consultancy (H)
MG402 Public Management: A Strategic Approach (H)
MG403 Pricing Strategy (H)
MG405 Behavioural Decision Science (H) (not available 2017/18)
MG409 Auctions and Game Theory (H)
MG418 Open Innovation (H)
MG421 International Business Strategy and Emerging Markets (H)
MG422 Thinking Strategically (H)
MG423 Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
MG436 Firms, Markets and Crises (H) (not available 2017/18)
MG437 Business Model Innovation at the Base of the Pyramid (H) (withdrawn 2017/18)
MG453 Managing Digital Business (H) (not available 2017/18)
MG455 Consumer Insights II: Judgement and Decision Making (H)(not available 2017/18)
MG456 Analytics for Strategic Decisions (H)
MG460 Handling Disruption: Humanitarian Emergencies Management and Development (H)
MG473 Negotiation Analysis (H)
MG477 Reward Systems: Key Models and Practices (H)
MG478 Globalization and HR Management (H)
MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (H)
MG481 Innovating Organisational Information Technology (H)
MG482 Innovation and Technology Management (H)
MG483 eHealth: Policy, Strategy and Systems (H)
MG484 Global Sourcing and Management of Business and IT Services (H) (not available 2017/18)
MG486 Social Computing, Data and Information Services (H)
MG487 Innovation and Information Systems: Concepts and Perspectives (H)
MG4A3 Incentives and Governance in Organisations (H)
MG4A4 Empirical Research Strategy for Managerial Economics (H) (not available 2017/18)
MG4A8 Strategy for the Information Economy (H)
MG4B1 Corporate Strategy (H)
MG4B3 International Marketing: A Strategic Approach (H)
MG4B5 Business in the Global Environment (H) (withdrawn 2017/18)
MG4B6 Design and Management of Organisations (H)
MG4B7 Organisational Change (H)
MG4B9 The World Trading System (H)
MG4C2 Organisational Behaviour (H)
MG4D1 International and Comparative Human Resource Management (H) (not available 2017/18)
MG4D2 International Employment Relations (H)
MG4D3 The Dark Side of the Organisation (H)
MG4D5 Leadership in Organizations: Theory and Practice (H)
MG4E4 Analytic Frameworks for Policy Evaluation (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
MG4F3 New Media Marketing: Managing Online and Social Media (H)
MG4G3 Designing and Managing Change in the Public Sector (H)
MG4G4 Topics in Management Research (H)
PH425 Business and Organisational Ethics (H)
PS438 Corporate communications (H)
PS445 Organisational and Social Decision Making (H)
PS458 Creativity and Innovation (H)
SA4D3 Behavioural Economics and the Valuation of Health Outcomes (H)

Notes * Lent Term students take courses to the value of 0.5 units from the options listed in Papers 2,3,4 plus the 1.0 unit CEMS Business Project.

Global MSc in Management (MBA Exchange)

Programme code: TMGLMGMBA
Department: Management
For all first and second year students in 2017/18. These regulations apply to students entering in or after the 2016/17 academic year.
A two-year programme. Students take courses to the value of eight units.
The second year includes a dissertation. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2. Students also complete two units at a partner institution (MG410 Term Abroad).
All students are required to attend MG4A1 Introduction to Studying for GMiM.

Year 1
Core Courses

Paper	**Course number and title**	
1	MG431	Managerial Economics (H) *
	MG461	Quantitative Analysis in Management (H) **
2	MG434	Organisational Behaviour (H)
	MG462	Qualitative Analysis in Management (H)
3	MG458	Foundations of Management I (H)
	MG459	Foundations of Management II (H)
4	MG4E2	Marketing Management (H)
	Students also take the compulsory unassessed part of MG488:	
	MG488A	GMiM Capstone Course - Management in Action

Optional Courses
5 Students take courses up to the value of one half unit

from the Elective Courses listed below.
It is not compulsory for students to take a half unit of optional courses under Paper 5 in the first year. Instead, students can elect to take a half unit of optional courses in Year 2, in addition to their second year core courses taken under Papers 6, 7, and 8. +

Notes * Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from this course and will be free to take an elective course, subject to the approval of the Programme Director.
** Upon satisfactorily demonstrating that they have already taken statistics at university level, students may be exempted from this course and will be free to take an elective course, subject to the approval of the Programme Director.

Year 2

Core Courses

6	MG420	Dissertation (H)
	MG430	Strategy, Organisation and Innovation (H)
7	MG488B	GMiM Capstone Course - Management in Action (H)
		Students take courses up to the value of one half unit from the Elective Courses listed below. +
8	MG410	Term Abroad. Courses to the value of two units to be taken at one of the partner Institutions.

Notes + Students who have not taken courses under Paper 5 in their first year, will also need to take a further half unit course in addition to second year courses, chosen from the Elective Courses list below.

Elective Courses

AC411	Accounting, Strategy and Control (H)
AC412	Accountability, Organisations and Risk Management (H)
AC415	Management Accounting for Decision Making (H)
AC416	Topics in Financial Reporting (H) ***
AC417	Corporate Financial Disclosure and Investor Relations (H)
AC444	Valuation and Security Analysis (H)
AC470	Accounting in the Global Economy (H)
AC490	Financial Reporting and Management: Management Accounting, Strategy and Control (H)
AC491	Financial Reporting and Management: Financial Reporting (H)
DV423	Global Political Economy and Development (H)
DV424	International Institutions and Late Development (H)
EU446	The Political Economy of European Monetary Integration (H)
FM402	Financial Risk Analysis (H)
FM413	Fixed Income Markets (H)
FM421	Applied Corporate Finance (H) (pre-requisite FM431L / FM431M **or** FM473L / FM473M **or** FM474L / FM474M must also have been taken previously)
FM429	Asset Markets A (H) (cannot be taken with FM473L / FM473M **or** FM474L / FM474M)
FM430	Corporate Finance and Asset Markets (cannot be taken with FM429 / FM431M / FM431L / FM474M / FM474L)
FM431L	Corporate Finance A (H) (cannot be taken with FM430 /FM474L/ FM474M)
FM431M	Corporate Finance A (H)(cannot be taken with FM430 /FM474L/ FM474M)
FM441	Derivatives (H)
FM442	Quantitative Methods for Finance and Risk Analysis (H)
FM445	Portfolio Management (H)
FM447	Global Financial Systems (H)
FM472	International Finance (H)
FM473L	Finance I (H) (cannot be taken with FM429 **or** FM430)
FM473M	Finance I (H) (cannot be taken with FM429 **or** FM430)
FM474L	Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM474M	Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM476	Entrepreneurial Finance (H)
GI407	Globalisation, Gender and Development (cannot be taken alongside either GI409 or GI420)
GI409	Gender, Globalisation and Development: An Introduction (H)
GI420	Globalisation, Gender and Development: Theorising Policy and Practice (H)
MA423	Fundamentals of Operations Research (H) (***formerly MG4C1 Fundamentals of Operations Research***)
MA424	Modelling in Operations Research (H) (***formerly MC4C5 Computer Modelling: Applied Statistics and Simulation***)
MA427	Mathematical Optimisation (H) ***(formerly MG4C6 Mathematical Programming: Theory and Algorithms)***
MG401	Operations Management for Management Consultancy (H)
MG402	Public Management: A Strategic Approach (H)
MG403	Pricing Strategy (H)
MG404	Consumer Insights I: Behavioural Fundamentals (H)
MG405	Behavioural Decision Science (H) (not available 2017/18)
MG409	Auctions and Game Theory (H)
MG418	Open Innovation (H)
MG421	International Business Strategy and Emerging Markets (H)
MG422	Thinking Strategically (H)
MG423	Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
MG436	Firms, Markets and Crises (H)(not available 2017/18)
MG452	Behavioural Economics for Management (H)
MG453	Managing Digital Business (H) (not available 2017/18)
MG455	Consumer Insights II: Judgement and Decision Making (H)(not available 2017/18)
MG456	Analytics for Strategic Decisions (H)
MG460	Handling Disruption: Humanitarian Emergencies Management and Development (H)
MG472	Global Strategy, Management and Information Systems (H)
MG473	Negotiation Analysis (H)
MG477	Reward System: Key Models and Practices (H)
MG478	Globalisation and Human Resource Management (H)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (H)
MG481	Innovating Organisational Information Technology (H)
MG482	Innovation and Technology Management (H)
MG483	eHealth: Policy, Strategy and Systems (H)
MG484	Global Sourcing and Management of Business and IT Services (H) (not available 2017/18)
MG485	Management and Economics of E-Business (H)
MG486	Social Computing, Data and Information Services (H)
MG487	Innovation and Information Systems: Concepts and Perspectives (H)

MG492 Data Governance: Privacy, Openness and Transparency (H)
MG4A3 Incentives and Governance in Organisations (H)
MG4A4 Empirical Research Strategy for Managerial Economics (H) (not available 2017/18)
MG4A8 Strategy for the Information Economy (H)
MG4B1 Corporate Strategy (H)
MG4B6 Design and Management of Organisations (H)
MG4B7 Organisational Change (H)
MG4B9 The World Trading System (H)
MG4C3 Information Technology and Service Innovation (H)
MG4D2 International Employment Relations (H)
MG4D3 The Dark Side of the Organisation (H)
MG4D5 Leadership in Organisations: Theory and Practice (H)
MG4E4 Analytic Frameworks for Policy Evaluation (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
MG4F3 New Media Marketing: Managing Online and Social Media (H)
MG4G3 Designing and Managing Change in the Public Sector (H)
MG4G4 Topics in Management Research (H)
MY452 Applied Regression Analysis (H)
MY455 Multivariate Analysis and Measurement (H)
PS428 Knowledge Processes in Organizations (H) (not available 2017/18)
PS438 Corporate Communications (H)
PS458 Creativity and Innovation (H)
ST429 Statistical Methods for Risk Management (H)
Or another MSc-level course which is offered in the School, subject to approval of the course proprietor and the Programme Director.

Notes # FM430 is a full unit course consisting of FM431L and FM429 combined. This course cannot be taken in conjunction with FM431L, FM431M, FM429, FM473L, FM473M, FM474L or FM474M.
*** AC480 Quantitative Methods in Accounting and Finance is a pre requisite for this course. AC480 runs over a 9-day period before the start of MT.

MBA Exchange

Programme code: TOMNMBA
Department: Management
This information is for the 2017/18 session.

A one term (Michaelmas or Lent Term only) exchange programme for visiting MBA Exchange students. The MBA exchange programme is attached to the Global MSc Management programme. Students from partner exchange schools (University of Chicago Booth School of Business, Yale School of Management, University of Michigan Ross School of Management , The Fuqua School of Business Duke University, Kellogg School of Management at Northwestern University, Guanghua School of Management Peking University, Emory University Goizueta Business School, Cornell University Johnson School of Management, University of Texas at Austin McCombs School of Business) spend one term at LSE and choose 4 half-unit courses from the list below, according to which term they attend. MBA exchange students are not here in the main examination period therefore are assessed during the term.

Students take half unit* courses to the value of two units. Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

*Students are not permitted to take one unit courses.

Paper **Course number and title**

1,2,3,4 Courses to the value of two units selected from the option list below:
AC411 Accounting, Strategy and Control (H)
AC412 Accountability, Organisations and Risk Management (H)
AC444 Valuation and Security Analysis (H)
AC470 Accounting in the Global Economy (H)
AC490 Financial Reporting and Management: Management Accounting, Strategy and Control (H)
AC491 Financial Reporting and Management: Financial Reporting (H)
DV423 Global Political Economy and Development (H)
DV424 International Institutions and Late Development (H)
DV432 China in Developmental Perspective (H) (not available 2017/18)
DV433 The Informal Economy and Development (H) (not available 2017/18)
DV435 African Political Economy (H)
DV450 Policy, Bureaucracy and Development: Theory and Practice of Policy Design, Implementation and Evaluation (H)
DV451 Money in an Unequal World (H) (withdrawn 2017/18)
EH404 India and the World Economy (H)
EH413 African Economic Development in Historical Perspective (H) (not available 2017/18)
EH464 The Historical Context of Business (H)
EH481 Economic Change in Global History: Approaches and Analysis (H)
EU424 The Idea of Europe (H) (withdrawn 2017/18)
EU432 The Philosophy of Europe (H)
EU435 History and Theory of European Integration (H)
EU437 Europe Beyond Modernity (H)
EU446 The Political Economy of European Monetary Integration (H)
FM404 Forecasting Financial time Series (H)
FM421 Applied Corporate Finance (H) (pre-requisite FM431L / FM431M or FM473L / FM473M or FM474L / FM474M must also have been taken previously)
FM429 Asset Markets A (H) (cannot be taken with FM473L / FM473M or FM474L / FM474M)
FM431L Corporate Finance A (H) (cannot be taken with FM430 / FM474L / FM474M)
FM431M Corporate Finance A (H) (cannot be taken with FM430 / FM474L / FM474M)
FM441 Derivatives (H)
FM445 Portfolio Management (H)
FM447 Global Financial System (H)
FM472 International Finance (H)
FM473L Finance I (H) (cannot be taken with FM429 or FM430)
FM473M Finance I (H) (cannot be taken with FM429 or FM430)
FM474L Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM474M Managerial Finance (H) (cannot be taken with FM430 / FM431L / FM431M)
FM476 Entrepreneurial Finance (H)
GI403 Gender and Media Representation (H)
GI409 Gender, Globalisation and Development: An Introduction (H)
GV465 War, Peace and the Politics of National Self-Determination (H)
GY409 Globalization and Regional Development (H)
GY410 Economics of Local and Regional Development (H)
GY438 Cities and Social Change in East Asia (H)
GY447 The Economics of Regional and Urban Planning (H)

IR439 Diplomacy (H) (not available 2017/18)
IR447 Political Economy of International Labour Migration (H) (not available 2017/18)
IR452 Empire and Conflict in World Politics (H) (not available 2017/18)
MA402 Game Theory I (H)
MA423 Fundamentals of Operations Research (H) (formerly MG4C1 Techniques of Operational Research)
MA431 Advanced Topics in Operational Research and Applicable Mathematics (***formerly MG4B4 Advanced Topics in Operational Research***) (not available 2017/18)
MG401 Operations Management for Management Consultancy (H)
MG402 Public Management: A Strategic Approach (H)
MG403 Pricing Strategy (H)
MG405 Behavioural Decision Science (H) (not available 2017/18)
MG409 Auctions and Game Theory (H)
MG418 Open Innovation (H)
MG421 International Business Strategy and Emerging Markets (H)
MG422 Thinking Strategically (H)
MG423 Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
MG425 Global Business Management (H) (not available 2017/18)
MG436 Firms, Markets and Crises (H) (not available 2017/18)
MG437 Business Model Innovation at the Base of the Pyramid (H) (withdrawn 2017/18)
MG453 Managing Digital Business (H) (not available 2017/18)
MG455 Consumer Insights II: Judgement and Decision Making (H)(not available 2017/18)
MG456 Analytics for Strategic Decisions (H)
MG460 Handling Disruption: Humanitarian Emergencies Management and Development (H)
MG473 Negotiation Analysis (H)
MG477 Reward Systems: Key Models and Practices (H)
MG478 Globalization and HR Management (H)
MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (H)
MG481 Innovating Organisational Information Technology (H)
MG482 Innovation and Technology Management (H)
MG483 eHealth: Policy, Strategy and Systems (H)
MG484 Global Sourcing and Management of Business and IT Services (H) (not available 2017/18)
MG486 Social Computing, Data and Information Services (H)
MG487 Innovation and Information Systems: Concepts and Perspectives (H)
MG4A3 Incentives and Governance in Organisations (H)
MG4A4 Empirical Research Strategy for Managerial Economics (H) (not available 2017/18)
MG4A8 Strategy for the Information Economy (H)
MG4B1 Corporate Strategy (H)
MG4B3 International Marketing: A Strategic Approach (H)
MG4B5 Business in the Global Environment (H) (withdrawn 2017/18)
MG4B6 Design and Management of Organisations (H)
MG4B7 Organisational Change (H)
MG4B9 The World Trading System (H)
MG4C2 Organisational Behaviour (H)
MG4D1 International and Comparative Human Resource Management (H) (not available 2017/18)
MG4D2 International Employment Relations (H)
MG4D3 The Dark Side of the Organisation (H)
MG4D4 Cross Cultural Management (H)
MG4D5 Leadership in Organizations: Theory and Practice (H)
MG4E4 Analytic Frameworks for Policy Evaluation (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
MG4F3 New Media Marketing: Managing Online and Social Media (H)
MG4G3 Designing and Managing Change in the Public Sector (H)
MG4G4 Topics in Management Research (H)
PH425 Business and Organisational Ethics (H)
PS438 Corporate communications (H)
PS445 Organisational and Social Decision Making (H)
PS458 Creativity and Innovation (H)
SA4D3 Behavioural Economics and the Valuation of Health Outcomes (H)

MSc in Management (1 Year Programme)

Programme code: TMMG
Department: Management
This information is for the 2017/18 session.
Full-year programme. Students take courses to the value of five units: eight compulsory courses, electives to the value of one unit and one non-assessed course as shown below. All students are required to attend the introductory course MG4J1 Introduction to Mathematics and Data Analysis for Managers.

Paper **Course number and title**
1 MG465 Operations and Managerial Economics (H)
MG4F7 Business Analysis (H)
2 MG4E2 Marketing Management (H)
MG4C2 Organisational Behaviour (H)
3 AC493 Financial and Management Accounting for Managerial Decision Making (H)
FM474L Managerial Finance (H)
4 Electives to the value of one full unit from the following:
MG401 Operations Management for Management Consultancy (H)
MG403 Pricing Strategy (H)
MG409 Auctions and Game Theory (H)
MG421 International Business Strategy and Emerging Markets (H)
MG422 Thinking Strategically (H)
MG456 Analytics for Strategic Decisions (H)
MG460 Handling Disruption: Humanitarian Emergencies Management and Development (H)
MG473 Negotiation Analysis (H)
MG484 Global Sourcing and Management of Business and IT Services (H) (not available 2017/18)
MG486 Social Computing, Data and Information Service (H)
MG492 Data Governance: Privacy, Openness and Transparency (H)
MG4B1 Corporate Strategy (H)
MG4B6 Design and Management of Organisations (H)
MG4B7 Organisational Change (H)
MG4C3 Information Technology and Service Innovation (H)
MG4D1 International and Comparative Human Resource Management (H)
MG4D4 Cross Cultural Management (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
MG4F3 New Media Marketing: Managing Online and

		Social Media (H)
5	MG4F4	Strategy and Innovation in a Global Context (H)
	MG4F5	Business in the Global Environment (H)
	MG4F6	Leadership in Practice (non-assessed)

MSc in Management and Strategy

Programme code: TMMNST
Department: Management
This information is for the 2017/18 session.
Full-year programme. Students must take the four compulsory half-unit courses, optional courses to the value of three half units, and a half-unit dissertation.

Paper	Course number and title	
1	Four half-unit compulsory courses:	
	MG4A3	Incentives and Governance in Organizations (H)
	MG4A5	The Analysis of Strategy A (H)
	MG4A6	The Analysis of Strategy B (H)
	MG4B6	Design and Management of Organisations (H)
2	Two half-unit courses from the following list:	
	AC444	Valuation and Security Analysis (H)
	AC470	Accounting in the Global Economy (H)
	AC490	Management Accounting, Decisions and Control (H)
	AC491	Financial Accounting, Reporting and Disclosures (H)
	FM421	Applied Corporate Finance (H)
	FM429	Asset Markets A (H)
	FM431M	Corporate Finance A (H) ***or*** FM431L Corporate Finance A (H)
	FM473L	Finance I (H)
	FM473M	Finance I (H)
	FM474L	Managerial Finance (H)
	FM474M	Managerial Finance (H)
	GV483	Public Management Theory and Doctrine (H)
	MG402	Public Management: A Strategic Approach (H)
	MG403	Pricing Strategy (H)
	MG409	Auctions and Game Theory (H)
	MG423	Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
	MG452	Behavioural Economics for Management (H)
	MG473	Negotiation Analysis (H)
	MG4A4	Empirical Research Strategy for Managerial Economics (H) (not available 2017/18)
	MG4A8	Strategy for the Information Economy (H)
	MG4B1	Corporate Strategy (H)
	MG4B3	International Marketing: A Strategic Approach (H)
	MG4B5	Business in the Global Environment (H) (withdrawn 2017/18)
	MG4B8	Evolutionary Psychology and Management (H)
	MG4B9	The World Trading System (H)
	MG4G4	Topics in Management Research (H)
3	One other half-unit course listed under Paper 2, or, with the approval of the programme director, a half-unit course not on this list.	
4	MG497	Dissertation: MSc Management and Strategy (H)

MSc in Management of Information Systems and Digital Innovation

Programme Code: TMMISDI
Department: Management
This information is for the 2017/18 session.
(Formerly MSc Management, Information Systems and Innovation)
Full-year programme which is available on a part-time basis. Students must take three half unit compulsory courses, three half unit optional courses and a dissertation. Students are also required to attend an unassessed skills course: MG496 Study Skills and Research Methods.
Part-time students are required to take taught courses in the Michaelmas and Lent Terms of their two years and the work load will be split equally across both years (three half units per year). The dissertation will be completed in the Summer Term of the second year.

Paper	Course number and title	
1	MG487	Innovation and Information Systems: Concepts and Perspectives (H)
2	MG481	Innovating Organisational Information Technology (H)
3	MG472	Global Strategy, Management and Information Systems (H)
4 & 5	Two courses from the following:	
	DV483	Information Communication Technologies and Socio-economic Development (H)
	MG460	Handling Disruption: Humanitarian Emergencies Management and Development (H)
	MG479	Information Systems for the Public Sector (H)
	MG483	eHealth: Policy, Strategy and Systems (H)
	MG484	Global Sourcing and Management of Business and IT Services (H) (not available 2017/18)
	MG486	Social Computing, Data and Information Services (H)
	MG485	Management and Economics of E-Business (H)
	MG492	Data Governance: Privacy, Openness and Transparency (H)
	MG4C3	Information Technology and Service Innovation (H)
	MG4G7	Contemporary Topics in Advanced Technology Management (H)
6	Either another course from Papers 4 & 5 above ***or*** one course from the following:	
	AC490	Management Accounting, Decisions and Control (H)
	FM473L	Finance I (H)
	FM473M	Finance I (H)
	FM474L	Managerial Finance (H)
	FM474M	Managerial Finance (H)
	MA423	Fundamentals of Operations Research (H)
	MG4B7	Organisational Change (H)
	MG401	Operations Management for Management Consultancy (H)
	MG402	Public Management: A Strategic Approach (H)
	MG418	Open Innovation (H)
	MG423	Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
	MG482	Innovation and Technology Management (H)
	PH425	Business and Organisational Ethics (H)
	A course from another programme with permission of the Programme Director *	
7	MG4D7	Dissertation in Management Information Systems and Digital Innovation (H)
	MY401	Research Design for Studies in Digital Innovation (H)
Notes	* means by special permission only.	

MSc in Management Science

Programme codes: TMMSDS (Decision Sciences)
TMMSOR (Operational Research)
Department: Management
This information is for the 2017/18 session.
The Operations Research stream has been withdrawn in 2017/18. Last intake 2016/17.
The Decision Sciences stream is not available in 2017/18.
Full-year programme with two disciplinary streams. Students are required to take compulsory and optional courses to the value of

four full units as shown.
All courses are half-units except MA425 and MA426.

Paper	Course number and title	
1	MA424	Modelling in Operations Research (H)
2	MA425	Project in Operations Research & Analytics ***(formerly MG4C7 Applied Management Science)****±or*
	MA426	Dissertation in Operations Research & Analytics ***(formerly MG4C9 Dissertation: MSc Management Science)***
	Disciplinary streams	
	Operational Research (withdrawn 2017/18)	
3	MG4C1	Techniques of Operational Research (H) (withdrawn 2017/18)
4	MG4C8	Model Building in Mathematical Programming (H) ‡ (withdrawn 2017/18)
5	One of the following half-unit courses:	
	MG405	Behavioural Decision Science (H) ‡ (not available 2017/18)
	MG409	Auctions and Game Theory (H)
	MG455	Consumer Insights II: Judgement and Decision Making (H) (not available 2017/18)
	MG456	Analytics for Strategic Decisions (H)
	MG4A2	Operational Research and Decision Sciences in Practice (H) (not available 2017/18)
6 & 7	Two of the following half-unit courses:	
	AC491	Financial Accounting, Reporting and Disclosure (H)
	MA419	Search Games (H) (not available 2017/18)
	MG423	Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
	MG425	Global Business Management (H) (not available 2017/18)
	ST422	Time Series (H)
	Any course listed in Paper 5 above	
	A course from any other MSc programme §	
	Decision Sciences (not available 2017/18)	
3	MG455	Behavioural Decision Science for Management and Policy (H)(not available 2017/18)
4	MG456	Analytics for Strategic Decisions (H)
5	One of the following half-unit courses:	
	MA430	Efficient Algorithms for Hard Optimisation Problems (H) (not available 2017/18)
	MA431	Advanced Topics in Operational Research and Applicable Mathematics (H) ***(formerly MG4B4 Advanced Topics in Operational Research)*** (not available 2017/18)
	MG405	Behavioural Decision Science (H) ‡ (not available 2017/18)
	MG409	Auctions and Game Theory (H)
	MG4A2	Operational Research and Decision Sciences in Practice (H) (not available 2017/18)
	MG4C1	Techniques of Operational Research (H) (withdrawn 2017/18)
6 & 7	Two of the following	
	MA402	Game Theory 1 (H)
	MG401	Operations Management for Management Consultancy (H)
	MG423	Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
	MG425	Global Business Management (H) (not available 2017/18)
	PS445	Organizational and Social Decision Making (H)
	Any other course listed in Paper 5	
	A course from any other MSc programme §	

Notes ‡ Examined entirely by means of essays and project reports.
± This is an extended practical project or a dissertation which will be introduced in the summer term and worked on throughout the summer.
§ means by special permission only.

MSc in Marketing

Programme code: TMMK
Department: Management
This information is for the 2017/18 session.
Full-year programme. Students must take four compulsory courses and options to the value of two units as shown below. Students must also complete the pre-sessional course MG4E7 Business Fundamentals.

Paper	Course number and title	
1	MG4E8	Principles of Marketing (H)
	MG4E9	Marketing Analytics I: Consumer Analysis Fundamentals (H)
2	MG404	Consumer Insights I: Behavioural Fundamentals (H)
	MG4F1	Marketing Action Learning Project (H)
3	Electives to the value of one unit from the following:	
	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
	MG4F3	New Media Marketing: Managing Online and Social Media (H)
	MG403	Pricing Strategy (H)
	MG455	Consumer Insights II: Judgement and Decision Making (H) (not available 2017/18)
	MG456	Analytics for Strategic Decisions (H)
4	Electives to the value of one unit from the following, subject to timetable constraints:	
	MA429	Algorithmic Techniques for Data Mining (H) (***formerly MG4E1 Algorithmic Techniques for Data Mining***)
	MC402	The Audience in Media and Communications (H)
	MC403	Contemporary Issues in Media and Communications Policy (H)
	MG403	Pricing Strategy (H)
	MG425	Global Business Management (H) (not available 2017/18)
	MG455	Consumer Insights II: Judgement and Decision Making (H) (not available 2017/18)
	MG456	Analytics for Strategic Decisions (H)
	MG4A3	Incentives and Governance and Organisations (H)
	MG4C2	Organisational Behaviour (H)
	MG4D5	Leadership in Organisations (H)
	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
	MG4F3	New Media Marketing: Managing Online and Social Media (H)
	MY405	Research Methods for Evaluation in Health, Development and Public Policy (H)
	MY421	Qualitative Research Methods (H)
	MY426	Doing Ethnography (H)
	MY427	Qualitative Research with Non-Traditional Data (H)
	MY455	Multivariate Analysis and Measurement (H)
	MY456	Survey Methodology (H)
	PS458	Creativity and Innovation (H)
	ST405	Multivariate Methods (H)
	ST411	Generalised Linear Modelling and Survival Analysis (H)
	ST422	Time Series (H)
	ST443	Machine Learning and Data Mining (H)

MSc in Media and Communications

Programme Code: TMMEC
Department: Media & Communications
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper **Course number and title**

1 MC408
Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H)
2 MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)
3 Courses to the value of one and a half units from the following:
MC401 Mediated Resistance and Citizens (H) (not available 2017/18)
MC402 The Audience in Media and Communications (H)
MC403 Contemporary Issues in Media and Communications Policy (H)
MC404 Political Communication (H)
MC407 International Media and The Global South (H)
MC409 Media, Technology and Everyday Life (H)
MC416 Representation in the Age of Globalisation (H)
MC420 Identity, Transnationalism and the Media (H) (not available 2017/18)
MC423 Global Media Industries (H)
MC425 Interpersonal Mediated Communication (H) (not available 2017/18)
MC426 Film Theory and World Cinema (H)
MC427 Digital Media Futures (H) (not available 2017/18)
MC432 Strategic Communication in Practice: Professional Perspectives (H)
MC434 Comparison of MC434 Digital Platforms and Media Infrastructures: Societal Issues (H)
MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (H)
Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.
4 MC499 Dissertation (10,000-12,000 words) *
Notes Students can take up to one full unit of courses outside the Department of Media and Communications Department (non MC-prefixed courses)
* Passing this course is a requirement for passing the programme

MSc in Media and Communications (Data and Society)

Programme code: TMMECDS
Department: Media & Communications
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.
1 MC408 Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)
2 MC430 Data in Communication and Society (H)
3 Optional courses to the value of 1.5 units from the following:
LL4S1 Cyberlaw (H)
MC409 Media, Technology and Everyday Life (H)
MC422 Critical Studies in Media and Journalism (H)
MC425 Interpersonal Mediated Communication (H) (not available 2017/18)
MC427 Digital Media Futures (H) (not available 2017/18)
MC433 Technology and Justice (H)
MC434 Digital Platforms and Media Infrastructures: Societal Issues (H)
MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (H)
MG486 Social Computing, Data and Information Services (H)
MG492 Data Governance: Privacy, Openness and Transparency (H)
MG4G7 Contemporary Topics in Advanced Technology Management (H)
MY461 Social Network Analysis (H)
PS429 The Social Psychology of Communication ***and*** PS443A Psychological and Behavioural Science (unassessed)
SO471 Technology, Power and Culture (H) (not available 2017/18)
ST445 Managing and Visualising Data (H)
Any other course which is offered in the School at master's level, subject to the consent of the candidate's programme director.
4 MC499 Dissertation (10,000-12,000 words)*
Notes Students can take no more than one full unit of courses from outside the Department of Media and Communications (non Mc-prefixed courses)
* Passing this course is a requirement for passing the programme

MSc in Media and Communications (Media and Communication Governance)

Programme Code: TMMECMCG
Department: Media & Communications
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.
1 MC408 Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H)
MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)
2 MC424 Media and Communication Governance (H)
3 Courses to the value of 1.5 units from the following:
EU421 Policy-Making in the European Union (H)
LL4H2 Media Law: Regulating Publication (H)
LL4H3 Media Law: Regulating Newsgathering (H)
LL4S1 Cyberlaw (H)
MC403 Contemporary Issues in Media and Communications Policy (H)
MC405 Policy and Practice in ICTs and Development (H)
MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life)
MC423 Global Media Industries (H)
MC433 Technology and Justice (H)
MC434 Digital Platforms and Media Infrastructures: Societal Issues (H)
MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (H)
MG487 Innovation and Information Systems: Concepts and Perspectives (H)
Any other half unit paper which is offered in the School at master's level, subject to the consent of the student's teachers.
4 MC499 Dissertation (10,000-12,000 words) *
Notes * Passing this course is a requirement for passing the programme
Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses)

MSc in Media and Communications (Research)

Programme Code: TMMECRE
Department: Media & Communications
This information is for the 2017/18 session.
Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title	
1	MC408	Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
2	MC4M2	Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) *
3	Courses to the value of 1.5 units from the following:	
	MC402	The Audience in Media and Communications (H)
	MC404	Political Communication (H)
	MC407	International Media and The Global South (H)
	MC409	Media, Technology and Everyday Life (H)
	MC416	Representation in the Age of Globalisation (H)
	MC418	Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H)
	MC422	Critical Studies in Media and Journalism (H)
	MC423	Global Media Industries (H)
	MC425	Interpersonal Mediated Communication (H) (not available 2017/18)
	MC426	Film Theory and World Cinema (H)
	MC427	Digital Media Futures (H) (not available 2017/18)
	MC432	Strategic Communication in Practice: Professional Perspective (H)
	MC434	Digital Platforms and Media Infrastructures: Societal Issues (H)
	Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.	
4	MC499	Dissertation (10,000-12,000 words) *
Notes	Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses) * Passing this course is a requirement for passing the programme	

MSc in Media, Communication and Development

Programme Code: TMMECODE
Department: Media & Communications
This information is for the 2017/18 session.
Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title	
1	MC408	Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)
2	MC421	Critical Approaches to Media, Communication and Development (H)
3	Courses to the value of 1.5 units from the following:	
	MC405	Policy and Practice in ICTs and Development (H)
	MC407	International Media and The Global South (H)
	MC409	Media, Technology and Everyday Life (H)
	MC420	Identity, Transnationalism and the Media (H) (not available 2017/18)
	MC423	Global Media Industries (H)
	MC426	Film Theory and World Cinema (H)
	MC428	Media Culture and Neoliberalism in the Global South (H)
	MC429	Humanitarian Communication: vulnerability, discourse and power (H) (not available 2017/18)
	MC433	Technology and Justice (H)
	DV424	International Institutions and Late Development (H)
	DV483	Information Communication Technologies and Socio-economic Development (H)
	GI425	Women, Peace and Security (H)
	PS418	Health Communication (H)
	Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.	
4	MC499	Dissertation: Media and Communications (10,000-12,000 words) *
Notes	* Passing this course is a requirement for passing the programme. Students can take up to one full unit of courses outside the Department of Media and Communications Department (non MC-prefixed courses)	

MSc in Operations Research & Analytics

Programme code: TMORA
Department: Mathematics
This information is for the 2017/18 session.
Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a project or dissertation as shown.

Paper	Course number and title	
1	MA423	Fundamentals of Operations Research (H)
2	MA424	Modelling in Operations Research (H)
3	ST447	Data Analysis and Statistical Methods (H)
4	One course from the following:	
	MA407	Algorithms and Computation (H)
	MA421	Advanced Algorithms (H)
	MA427	Mathematical Optimisation (H)
	MA428	Combinatorial Optimisation (H)
	MA429	Algorithmic Techniques for Data Mining (H)
	MA430	Efficient Algorithms for Hard Optimisation Problems (H) (not available 2017/18)
5	One course from the following:	
	MG401	Operations Management for Management Consultancy (H)
	MG403	Pricing Strategy (H)
	MG405	Behavioural Decision Science (H) (not available 2017/18)
	MG409	Auctions and Game Theory (H) *
	MG422	Thinking Strategically (H) *
	MG455	Consumer Insights II: Judgement and Decision Making (H)(not available 2017/18)
	MG456	Analytics for Strategic Decisions (H)
	MG481	Innovating Organisational Information Technology (H)
	MG4B3	International Marketing: A Strategic Approach (H)
	Any other MG4** course, with approval of the Programme Director.	
6	One course from the following:	
	Another course from the list under Paper 4 above	
	MA402	Game Theory I (H) *
	MA408	Discrete Mathematics and Graph Theory (H)
	MA409	Continuous Time Optimisation (H)
	MA410	Information, Communication and Cryptography (H)
	MA431	Advanced Topics in Operations Research and Applicable Mathematics (H) ***(formerly MG4B4 Advanced Topics in Operational Research)*** (not available 2017/18)
	ST409	Stochastic Processes (H)
	ST422	Time Series (H)

	ST444	Statistical Computing (H)
	Any other MSc-level course, with approval of the Programme Director and the teacher responsible for the course.	
7	MA425	Project in Operations Research & Analytics ***(formerly MG4C7 Applied Management Science) or***
	MA426	Dissertation in Operations Research & Analytics ***(formerly MG4C9 Dissertation: MSc Management Science)***
Notes	* Students may only choose one the following three optional courses as part of this programme: MG409, MG422, MA402. Please note that not all optional courses are available every year.	

MSc in Organisational and Social Psychology

Programme code: TMOSOPS
Department: Psychological and Behavioural Science
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

Paper	**Course number and title**	
1	PS404	Organisational Social Psychology
	Students also take the unassessed course:	
	PS443A	Psychological and Behavioural Science
2	PS4A5	Methods for Social Psychology Research: Fundamental Qualitative and Fundamental Quantitative Methods
3	Courses to the value of one unit from the following:	
	GI403	Gender and Media Representation (H)
	PS409	Political Psychology of Intercultural Relations (H)
	PS410	Social Representations (H)
	PS411	Current Communication Research (H)
	PS415	Social Psychology of Economic Life: Advanced Topics (H)
	PS418	Health Communication (H)
	PS421	Issues in Social Psychology: Group Dynamics (H)
	PS428	Knowledge Processes in Organisations (H) (not available 2017/18)
	PS438	Corporate Communications (H)
	PS439	Science, Technology and Resistance (H)
	PS445	Organisational and Social Decision Making (H)
	PS446	Issues in Organisational and Social Psychology: Organisational Life (H)
	PS451	Cognition and Culture (H)
	PS456	Consumer Psychology (H)
	PS458	Creativity and Innovation (H)
	PS462	Theory and Practice of Organisational Development (H)
	PS464	Social Influence (H)
	PS466	Happiness (H)
	PS467	Behavioural Science (H)
	Courses to the value of one half unit from another programme can be taken (subject to the approval of the candidate's Programme Director)	
5	PS497	Dissertation *
Notes	* Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.	

MSc in Philosophy and Public Policy

Programme code: TMPHPP
Department: Philosophy, Logic and Scientific Method
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, one unit of optional courses, one compulsory seminar and a dissertation as shown.

Paper	**Course number and title**	
1	PH415	Philosophy and Public Policy
2	PH416	Philosophy, Morals and Politics ***or***
	PH458	Evidence and Policy (H) ***and*** one half unit from the list of approved courses for the Philosophy of Science programme
3	Courses to the value of one unit from the following:	
	PH400	Philosophy of Science
	PH405	Philosophy of the Social Sciences
	PH413	Philosophy of Economics
	PH416	Philosophy, Morals and Politics (if not taken under Paper 2)
	PH423	Scientific Method and Policy (if not taken under Paper 2) (not available 2017/18)
	PH425	Business and Organisational Ethics (H)
	PH427	Genes, Brains and Society (H)
	PH428	Emotion, Cognition and Behaviour: Science and Policy (H)
	PH430	Einstein for Everyone: From time travel to the edge of the universe (H)
	PH431	Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
	PH432	Effective Philanthropy: Ethics and Evidence (H)
	PH456	Rationality and Choice
	PH458	Evidence and Policy (H)
	Alternatively, you can choose a course or courses to the value of one unit from the wide array of policy courses at LSE on a space-available basis	
4	PH499	Dissertation
	Students must also take PH421 Dissertation Seminar - Philosophy and Public Policy (non-assessed)	

MSc in Philosophy of Science

Programme code: TMPHYS
Department: Philosophy, Logic and Scientific Method
This information is for the 2017/18 session.
Full-year programme. Students must take three courses and a dissertation as shown.

Paper	**Course number and title**	
1	PH400	Philosophy of Science ***or***
	PH423	Scientific Method and Policy (not available 2017/18) ***or***
	PH458	Evidence and Policy (H) ***and*** one half unit from the list of approved courses for the Philosophy of Science programme
2 & 3	Courses to the value of two units from the following: *	
	PH400	Philosophy of Science (if not taken under Paper 1)
	PH404	Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
	Either	PH405 Philosophy of the Social Sciences ***or***
	PH413 Philosophy of Economics	
	PH419	Set Theory and Further Logic
	PH423	Scientific Method and Policy (if not taken under Paper 1) (not available 2017/18)
	PH425	Business and Organisational Ethics (H)
	PH427	Genes, Brains and Society (H)
	PH428	Emotion, Cognition and Behaviour: Science and Policy (H)
	PH430	Einstein for Everyone: From Time Travel to the Edge of the Universe (H)
	PH431	Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
	PH432	Effective Philanthropy: Ethics and Evidence (H)
	PH456	Rationality and Choice
	PH458	Evidence and Policy (H) (if not taken under Paper 1)
4	PH499	Dissertation
	Students must also take PH445 Philosophical Research and Writing Seminar - Philosophy of Science (non-	

assessed)

Notes * Subject to approval, students may take up to one unit of non-PH courses not listed above.

MSc in Philosophy of the Social Sciences

Programme code: TMPHSS
Department: Philosophy, Logic and Scientific Method
This information is for the 2017/18 session.

Full-year programme. Students take optional courses to the value of three units, a compulsory seminar and a dissertation as shown.

Paper	Course number and title	
1, 2 & 3	Courses to the value of three units from the following:	
	EH428	History of Economics: Making Political Economy into a Social Science (H) *
	EH429	History of Economics: Ideas, Policy and Performativity (H) *
	PH400	Philosophy of Science
	PH404	Scientific Revolutions: Philosophical and Historical Issues (not available 2017/18)
	PH405	Philosophy of the Social Sciences ‡
	PH413	Philosophy of Economics ‡
	PH416	Philosophy, Morals and Politics
	PH419	Set Theory and Further Logic
	PH423	Scientific Method and Policy (not available 2017/18)
	PH425	Business and Organisational Ethics (H)
	PH427	Genes, Brains and Society (H)
	PH428	Emotion, Cognition and Behaviour: Science and Policy (H)
	PH430	Einstein for Everyone: From time travel to the edge of the universe (H)
	PH431	Physics and the City: From Quantum Jumps to Stock Market Crashes (H)
	PH432	Effective Philanthropy: Ethics and Evidence (H)
	PH456	Rationality and Choice
	PH458	Evidence and Policy (H)
4	PH499	Dissertation
	Students must also take PH422 Dissertation Seminar - Philosophy of Social Science (non-assessed)	

Notes ‡ Students must take at least one of PH405 and PH413
* Subject to approval, students may take up to one unit of non-PH courses not listed above. This would be instead of either EH428 and/or EH429 and not in addition to these courses.

MSc in Political Economy of Europe

Programme code: TMPOECEU
Department: European Institute
This information is for the 2017/18 session.

Full-year programme. Students must take one compulsory course, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 Engaging with Europe: Professional Skills, in preparation for the dissertation. Students without some background in economics are strongly encouraged to take EU409 Basic Economic Concepts for European Political Economy as an additional course to support their studies.

Paper	Course number and title	
1	EU452	Political Economy of Europe
2	Two of the following half unit courses:	
	Political Economy in Action:	
	EU425	Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
	EU443	European Models of Capitalism (H)
	EU446	The Political Economy of European Monetary Integration (H)
	EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (H) (not available 2017/18)
	EU453	The Political Economy of European Welfare States (H)
	EU455	Concepts in Political Economy (H)
	EU477	Labour Markets and the Political Economy of Employment in Europe (H)
3	Courses to the value of one full unit from the following:	
	Institutions, Politics and Policies of the EU:	
	EU420	European Union Law and Government (H)
	EU421	Policy-Making in the European Union (H)
	EU430	Europeanization: The Comparative Politics of Domestic Change (H) (not available 2017/18)
	EU431	European Integration from a Global Perspective (H) (not available 2017/18)
	EU439	Political and Fiscal Integration and Disintegration in EU Member States (H)
	EU464	International Migration: EU Policies and Politics (H)
	EU478	The Culture of European Politics (H)
	EU479	EU Policy-Making and International Cooperation (H)
	GV4J4	Citizen Representation and Democracy in the European Union (H)
	SA4F7	The Economics of European Social Policy (H) (not available 2017/18)
	SA4M1	Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
	European Identity and Ideas:	
	EU424	The Idea of Europe (H) (withdrawn 2017/18)
	EU426	The West (H) (not available 2017/18)
	EU432	The Philosophy of Europe (H)
	EU437	Europe Beyond Modernity (H)
	EU447	Democracy, Ideology and the European State (H)
	EU474	Contested Ideas in EU Law and Government (H) (not available 2017/18)
	GV4A5	International Migration and Immigration Management (H)
	Regional courses:	
	EU434	The Political Economy of Southeast Europe (H) (not available 2017/18)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (H)
	EU476	Turkey and Europe (H)
	Courses from Paper 2 above not already taken	
	A half unit from another MSc programme *	
4	EU499	Dissertation

Notes * A half unit from another MSc programme (only to be taken with the permission of the teacher responsible and the Programme Director. Admission will depend on the student having the necessary background and on the availability of space).

MSc in Political Economy of Late Development

Programme code: TMPOECLD
Department: Economic History
This information is for the 2017/18 session.

Full year programme. Students must take courses to the value of four full units, including the half-unit dissertation.

Paper	Course number and title	
1	EH414	Theories, Paths and Patterns of Late Development (H)
2	DV400	Development: History, Theory and Policy
3 & 4	Courses to the value of two full units, to consist of one full DV unit and one full EH unit:	
	DV407	Poverty (H)
	DV411	Population and Development: An Analytical Approach (H)

DV418 African Development (H)
DV423 Global Political Economy of Development (H)
DV424 International Institutions and Late Development (H)
DV428 Managing Humanitarianism (H)
DV442 Key Issues in Development Studies (H)
DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
DV491 Economic Development Policy II: Microeconomic Analysis (H)
DV492 Economic Development Policy III: Government Policy Analysis (H)
EH404 India and the World Economy, 1750-1950 (H)
EH408 International Migration, 1500-2000: from slavery to asylum (H)
EH409 Chinese Economy in Transition: 1850-1950 (H) (not available 2017/18)
EH413 African Economic Development in Historical Perspective (H) (not available 2017/18)
EH421 Economic History of Colonialism (H)
EH423 Japan and Korea as Developing Economics (H)
EH446 Economic Development in East and Southeast Asia (not available 2017/18)
EH451 Latin American Development: Political Economy of Growth (H) (withdrawn 2017/18)
EH452 Latin American Development and Economic History (H)
EH454 Human Health in History
EH486 Shipping and Sea Power in Asian Waters c1600-1860 (H)

5 EH491 Dissertation in the Political Economy of Late Development (H) (6,000 words on a topic that must relate to EH414)

MSc in Political Science and Political Economy

Programme code: TMPSPE
Department: Government
This information is for the 2017/18 session.

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.
Students are strongly recommended to take the non-assessed pre-sessional course GV4J7. Students who wish to choose an Economics course as an option are required to attend EC400.

Paper **Course number and title**

1 GV481 Political Science and Political Economy (H)
2 GV4C8 Game Theory for Political Science (H)
3 MY452 Applied Regression Analysis (H)
(Must be taken in Term 1. Course can be substituted with an option from Paper 6 if a student can demonstrate they have already taken a course with multivariate regression.)
4 MY457 Causal Inference for Observational and Experimental Studies (H)
5 One of the following:
GV454 Parties, Elections and Governments (H) (not available 2017/18)
GV482 Political Science and Political Economy: Advanced Topics (H) (not available 2017/18)
GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H)
GV4A3 Social Choice Theory and Democracy (H) (not available 2017/18)
GV4C4 Legislative Politics: US (H) (cannot be taken with GV4C6) (not available 2017/18)
GV4C5 Politics of Economic Policy (H)
GV4C6 Legislative Politics: European Parliament (H) (cannot be taken with GV4C4) (not available 2017/18)
GV4F8 Institutions in the Global Economy (H)
GV4G1 Applied Quantitative Methods for Political Science (H)
GV4H6 Behavioural and Experimental Political Economy (H) (not available 2017/18)
GV4J3 Public Opinion, Political Psychology and Citizenship (H)
GV4J6 Game Theory for Research (H) (not available 2017/18)
6 One half unit course (or if MY452 is not taken under Paper 3, courses to the value of one full unit).
A second course listed under Paper 5, above
DV431 Development Management *
DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (H)
DV491 Economic Development Policy II: Microeconomic Analysis (H)
DV492 Economic Development Policy III: Government Policy Analysis (H)
EC440 Micro and Macro Economics for Public Policy *
EC453 Political Economy *
EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
EU446 The Political Economy of European Monetary Integration (H) *
EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (H) * (not available 2017/18)
EU453 The Political Economy of European Welfare States (H) *
EU477 Labour Markets and the Political Economy of Employment in Europe (H)
GV441 States and Markets (H)
GV4D4 The Politics of Inequality and Redistribution (H)
GV4E2 Capitalism and Democracy (H)
GV4E4 Public Budgeting and Financial Management * (withdrawn 2017/18)
GV4E8 Conflict and Institutional Design in Divided Societies (H)
GV4J5 Fiscal Governance and Budgeting (H)
IR467 Global Environmental Politics (H) *
IR468 The Political Economy of Trade (H) *
IR469 Politics of Money in the World Economy (H) *
MY455 Multivariate Analysis and Measurement (H)
MY459 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)
SA4F7 The Economics of European Social Policy (H) * (not available 2017/18)
SA4F8 Behavioural Public Policy (H)
Another half-unit or full-unit course taught in the Government Department or elsewhere in the school, with the approval of the Programme Convenor.
7 GV499 Dissertation

Notes * Courses with restricted access, which require the approval of the course convenor.

MSc in Political Sociology

Programme code: TMPOSO(SO)
Department: Sociology
This information is for the 2017/18 session.

Full-year programme. Students must take three courses and a dissertation as shown.

Paper **Course number and title**

1 SO407 Politics and Society
2 One full unit or two half units from the following:
EU425 Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
EU447 Democracy, Ideology and the European State (H)
EU460 European Society and Politics beyond the Nation State (H) (withdrawn 2017/18)
EU481 The Future: Political Responses to a Challenge

		(H) (not available 2017/18)
	GV479	Nationalism (not available 2017/18)
	MC408	Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
	SA4M1	Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
	SO424	Approaches to Human Rights
	SO425	Regulation, Risk and Economic Life
	SO426	Classical Social Thought (H)
	SO427	Modern Social Thought (H)
	SO430	Economic Sociology (H) (not available 2017/18)
	SO457	Political Reconciliation (H) (not available 2017/18)
	SO458	Gender and Societies (H) (not available 2017/18)
	SO468	International Migration and Migrant Integration (H)
	SO469	Risk and Governance: A Sociological Approach (H)
	SO470	The Sociology of Markets (H)
	SO471	Technology, Power and Culture (H) (not available 2017/18)
	SO479	Human Rights and Postcolonial Theory (H)
	SO481	Class, Politics and Culture (H)
	SO482	Topics in Race, Ethnicity and Postcolonial-Studies (H) (not available 2017/18)
	SO483	Social Change Organizations (H)
	SO490	Contemporary Social Thought (H)
	SO491	Quantitative Social Research Methods (H)
	SO492	Qualitative Social Research Methods (H)
3	One full unit or two half units either from the list under Paper 2 above, or from any of the MSc courses offered in any department or institute at the LSE, so long as they are relevant to the study of political sociology, and subject to the approval of both Programme Director and course teacher.	
4	SO494	MSc in Political Sociology Dissertation

MSc in Political Theory

Programme code: TMPOTY
Department: Government
This information is for the 2017/18 session.
Full-year programme. Students must take 2.5 course units, a compulsory course (0.5 units) and dissertation (1 unit) as shown. Part-time students may take up to four half unit courses in their first year.

Paper	Course number and title	
1, 2, 3, 4 & 5	Courses to the value of 2.5 units but no more than 1.5 units in any one term:	
	GV408	Contemporary Disputes about Justice (H)
	GV442	Globalisation and Democracy (H) (not available 2017/18)
	GV476	Twentieth-Century European Liberal Thought (H) (withdrawn 2017/18)
	GV498	Multiculturalism (H) (not available 2017/18)
	GV4A3	Social Choice Theory and Democracy (H) (not available 2017/18)
	GV4B6	Kant's Political Philosophy (H)
	GV4B7	The Liberal Idea of Freedom (H)
	GV4D7	Dilemmas of Equality (H)
	GV4F5	Advanced Study of Key Political Thinkers (H)
	GV4F7	The Political Theory of Jurgen Habermas (H) (withdrawn 2017/18)
	GV4G7	Marx and Marxism (H)
	GV4H1	Chinese Political Thought (H) (not available 2017/18)
	GV4H3	Feminist Political Theory (H)
	GV4H5	The Politics and Philosophy of Environmental Change (H)
	GV4M6	Modern African Political Philosophy (H)
	Students can take courses to the value of one full unit from the following:	
	IR462	Introduction to International Political Theory (H)
	IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
	IR464	The Politics of International Law (H)
	PH416	Philosophy, Morals and Politics
	A half-unit course from the Government or another department §	
6	GV4H4	Foundations of Political Theory (H)
7	GV499	Dissertation
Notes	§ means by special permission only.	

MSc in Politics and Communication

Programme code: TMPOCOM
Department: Media & Communications
This information is for the 2017/18 session.
Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title	
1	MC404	Political Communication (H)
	MC408	Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
2	MC419	Modern Campaigning Politics (H)
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)
3	**Options to the value of 1.0 units:**	
	MC401	Mediated Resistance and Citizens (H) (not available 2017/18)
	MC402	The Audience in Media and Communications (H)
	MC403	Contemporary Issues in Media and Communications Regulation (H)
	MC405	Policy and Practice in ICTs and Development (H)
	MC422	Critical Studies in Media and Journalism (H)
	MC425	Interpersonal Mediated Communication (H) (not available 2017/18)
	MC428	Media Culture and Neoliberalism in the Global South (H)
	MC432	Strategic Communication in Practice: Professional Perspectives (H)
	MC433	Technology and Justice (H)
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme convenor	
4	MC499	Dissertation (10,000-12,000 words)*
Notes	Students can take no more than one full unit of courses from outside the Department of Media and Communications (non-MC-prefixed courses) * Passing this course is a requirement for passing the programme	

MSc in Population and Development

Programme code: TMPNDV
Department: International Development
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units, non-assessed course SA4C1 and a dissertation as shown.

Paper **Course number and title**

1	DV400	Development: History, Theory and Policy ***or***	
	DV442	Key Issues in Development Studies (H) and one other half-unit DV course from Paper 3 below	
2	Two half-units from:		
	DV411	Population and Development: An Analytic Approach (H)	
	DV456	Planning for Population and Development (H)	
	DV458	Demographic Change and Development (H) (not available 2017/18)	
	SA481	Population Analysis: Methods and Models (H)	
	SA4D2	Global Health and Population Change (H)	
3	Two half-units or one full unit from:		
	Any courses not taken from Paper 2 above		
	DV400	Development: History, Theory and Policy (if not already taken under Paper 1)	
	DV407	Poverty (H)	
	DV413	Environmental Problems and Development Interventions (H)	
	DV418	African Development (H)	
	DV420	Complex Emergencies (H)	
	DV421	Global Health and Development (H)	
	DV428	Managing Humanitarianism (H)	
	DV442	Key Issues in Development Studies (H) (if not already taken under Paper 1)	
	DV455	Advocacy, Campaigning and Grassroots Activism (H)	
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)	
	GI414	Theorising Gender and Social Policy (H)	
	GI417	Gender, Population and Policy (H) (not available 2017/18)	
	GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)	
	GY431	Cities, People and Poverty in the South (H)	
	HP403	Health Systems and Policies in Developing Countries (H)	
	PS418	Health Communication (H)	
	SA4F1	Migration: Current Research, Critical Approaches (H)	
	SA4H7	Urbanisation and Social Policy in the Global South (H)	
	SA4N5	Global Ageing (H) (not available 2017/18)	
	Any other course approved by tutor*		
4	SA4C1	Long Essay and the Research Process (not assessed)	
5	DV459	Dissertation on Population and Development, to be handed in by 1 September	

Notes * By special permission only.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.

MPA Dual Degree

Programme codes: TMDMPA2 (LSE & Columbia) (21 months)
TMDMPA3 (LSE & Sciences Po) (21 months)
TMDMPA4 (LSE & Hertie) (21 months)
TMDMPA5 (LSE & NUS / Lee Kuan Yew) (21 months)
TMDMPA6 (LSE & Tokyo / GraSPP) (24 months)

Department: Institute of Public Affairs

These regulations apply to students entering in or after the 2014/15 academic year.

For all first and second year students in 2017/18.

Route 1

Year 1 at LSE

Before Year 1 - All students attend the MPA pre-sessional course (EC408) unless exempted

During Year 1 - All students must complete the three Compulsory Courses:

Paper	Course number and title	
1	EC440	Micro and Macro Economics (for Public Policy)
2	EC455	Quantitative Approaches and Policy Analysis
3	GV478	Political Science and Public Policy
4	In addition, in Year 1, all students must complete courses to the value of one unit from the list of options under Paper 4 of the Master of Public Administration (MPA) The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).	

Year 2 at Columbia University, Sciences Po, the Hertie School of Governance, the Lee Kuan Yew School of Public Policy or the University of Tokyo Graduate School of Public Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from Year 1 to Year 2. https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf

Students will follow the second year of the MPA programme at SIPA, Columbia University, the MPP programme at Sciences Po, the MPP programme at Hertie, the MPP programme at Lee Kuan Yew or the MPP/IP at the University of Tokyo Graduate School of Public Policy.

Route 2

Year 1 at Columbia University, Sciences Po, the Hertie School of Governance, the Lee Kuan Yew School of Public Policy or the University of Tokyo Graduate School of Public Policy

Students will follow the first year of the MPA/MIA programme at SIPA, Columbia University, the MPP programme at Sciences Po, the MPP programme at Hertie, the MPP programme at Lee Kuan Yew or the MPP/IP at the University of Tokyo Graduate School of Public Policy.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper	Course number and title
1	EC4B3 ***or*** GV4B3 ***or*** DV4B3 ***or*** EU4B3 ***or*** MG4K3 ***or*** SA4K3 MPA Capstone Project
2-4	Plus one of the following: EC4V8 ***or*** GV4V8 ***or*** DV4V8 ***or*** EU4V8 ***or*** MG4V8 ***or*** SA4V8 MPA Policy Paper (H) ***and*** 2.5 units of optional courses ***or*** EC4B4 ***or*** GV4B4 ***or*** DV4B4 ***or*** EU4B4 ***or*** MG4K4 ***or*** SA4K4 MPA Dissertation ***and*** 2 units of optional courses ***or*** Three units of optional courses

Master of Public Administration (MPA)

Programme code: TMMPA

Policy stream codes: TMEUPM (European Policy-Making)
TMINDE (International Development)
TMPEP (Public and Economic Policy)
TMPPM (Public Policy and Management)
TMPSP (Public and Social Policy)
TMSOCI (Social Impact)

Department: Institute of Public Affairs

For all first and second year students in 2017/18 except for second year Public Policy and Management students and second year European Public and Economic Policy students.

The programme is taught over two academic years (21 months). Some courses have a unit value of 1.0 and some have a unit value of 0.5 (H). To be awarded the degree, students must complete courses to the value of 8 units in total over two years.

There are three types of courses:

1. Compulsory courses, studied by all students;
2. Policy Stream courses, which students will take depending on which Policy Stream (specialism) they choose at the start of Year 2;

3. Optional courses.
Note that some courses on one Policy Stream may be optional courses on other Policy Streams.
No interim award is available: students completing courses with a unit value of less than 8.0 receive no award, regardless of performance in the courses that have been successfully completed.
Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme.
Before Year 1
All students attend the MPA pre-sessional course EC408 (unless exempted).

Year 1

Paper	Course number and title
	All students must complete the following three Compulsory courses:
1	EC440 Micro and Macro Economics (for Public Policy)
2	EC455 Quantitative Approaches and Policy Analysis
3	GV478 Political Science and Public Policy
4	Plus courses to the value of one unit from the list of Policy Stream courses or from the list of Optional courses. Note: EC452 and EC454 are not available to students in their first year. Students who wish to choose a MSc in Economics course as an option are required to attend EC400 Introductory Course in Mathematics and Statistics. At the start of Year 2, all students must select one of the six Policy Streams: (i) Public and Economic Policy; or (ii) Public Policy and Management; or (iii) International Development; or (iv) European Policy-Making; or (v) Public and Social Policy; or (vi) Social Impact.

Year 2

Paper	Course number and title
	All students must complete the following Compulsory course:
5	EC4B3/GV4B3/DV4B3/EU4B3/SA4K3/MG4K3 MPA Capstone Project
6-8	Students must take the course(s) required by their chosen Policy Stream detailed below, plus sufficient Optional courses to ensure that they have taken courses to a total unit value of 8 over Year 1 and Year 2.

Policy Stream courses:

Public and Economic Policy - Students must complete two of the following three half unit courses:

EC410 Public Economics for Public Policy (H) (designed for Year 2 students; only available in Year 1 with permission from the Programme Director)
EC418 Globalisation and Economic Policy (H) (designed for Year 2 students; only available in Year 1 with permission from the Programme Director)
EC419 Methods of Economic Policy Analysis (not available in Year 1)

Public Policy and Management - Students must complete two of the following four half-unit courses:

GV4J5 Fiscal Governance and Budgeting (H)
MG4E4 Analytic frameworks for policy evaluation (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4G3 Designing and Managing Change in the Public Sector (H)

International Development - Students must complete, or have completed in Year 1:

DV448 Political Economy of Development I (H) **and**
DV449 Political Economy of Development II (H) ***and***
EC454 Development Economics (not available in Year 1)

European Policy-Making - Students must complete, or have completed in Year 1:

EU479 EU Policy-Making and International Cooperation (H) **and**
EU480 Policy-Making in Europe: System Challenges (H)

Public and Social Policy - Students must complete, or have completed in Year 1:

SA4X6 Welfare Analysis and Measurement

Social Impact - Students must complete, or have completed in Year 1:

SA4J2 New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (H) **and**
EC452 Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (H) (not available in Year 1)

Optional courses:

EC4V8/GV4V8/DV4V8/EU4V8/SA4V8/MG4V8 MPA Policy Paper (H) ***or***
EC4B4/GV4B4/DV4B4/EU4B4/SA4K4/MG4K4 MPA Dissertation
Courses from the MPA Options List

Notes Students may not take both the MPA Dissertation and the MPA Policy Paper.
Total unit value 8 = Compulsory courses (4) + Policy Stream courses (1 or 2 units depending on the stream) + Optional courses (3 or 2 units depending on which Policy Stream is chosen).
See the Scheme for the award of MPA degrees students entering in or after 2011/12 for MPA programme criteria for progression https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf.

Master of Public Administration (MPA)

Programme code: TMMPA
Policy stream codes: TMEUPEP (European Public and Economic Policy)
TMINDE (International Development)
TMPEP (Public and Economic Policy)
TMPPM (Public Policy and Management)
TMPSP (Public and Social Policy)
TMSOCI (Social Impact)
Department: Institute of Public Affairs

These regulations apply to second year MPA in European Public and Economic Policy students only, who entered in the 2016/17 academic year. *The regulations for all other MPA students are available here.*
For second year students in 2017/18.

The programme is taught over two academic years (21 months). Some courses have a unit value of 1.0 and some have a unit value of 0.5 (H). To be awarded the degree, students must complete courses to the value of 8 units in total over two years.
There are three types of courses:
1. Compulsory courses, studied by all students;
2. Policy Stream courses, which students will take depending on which Policy Stream (specialism) they choose at the start of Year 2;
3. Optional courses.
Note that some courses on one Policy Stream may be optional courses on other Policy Streams.
No interim award is available: students completing courses with a unit value of less than 8.0 receive no award, regardless of performance in the courses that have been successfully completed.
Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme.
Before Year 1
All students attend the MPA pre-sessional course EC408 (unless

exempted).

Year 1

Paper	Course number and title
	All students must complete the following three Compulsory courses:
1	EC440 Micro and Macro Economics (for Public Policy)
2	EC455 Quantitative Approaches and Policy Analysis
3	GV478 Political Science and Public Policy
4	Plus courses to the value of one unit from the list of Policy Stream courses or from the list of Optional courses. Note: EC452 and EC454 are not available to students in their first year. Students who wish to choose a MSc in Economics course as an option are required to attend EC400 Introductory Course in Mathematics and Statistics. At the start of Year 2, all students must select one of the six Policy Streams: (i) Public and Economic Policy; or (ii) Public Policy and Management; or (iii) International Development; or (iv) European Policy-Making; or (v) Public and Social Policy; or (vi) Social Impact.

Year 2

Paper **Course number and title**

All students must complete the following Compulsory course:

5 EC4B3/GV4B3/DV4B3/EU4B3/SA4K3/MG4K3 MPA Capstone Project

6-8 Students must take the course(s) required by their chosen Policy Stream detailed below, plus sufficient Optional courses to ensure that they have taken courses to a total unit value of 8 over Year 1 and Year 2.

Policy Stream courses:

Public and Economic Policy - Students must complete two of the following three half unit courses:

EC410 Public Economics for Public Policy (H) (designed for Year 2 students; only available in Year 1 with permission from the Programme Director)

EC418 Globalisation and Economic Policy (H) (designed for Year 2 students; only available in Year 1 with permission from the Programme Director)

EC419 Methods of Economic Policy Analysis (not available in Year 1)

Public Policy and Management - Students must complete two of the following four half-unit courses:

GV4J5 Fiscal Governance and Budgeting (H)

MG4E4 Analytic frameworks for policy evaluation (H)

MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)

MG4G3 Designing and Managing Change in the Public Sector (H)

International Development - Students must complete, or have completed in Year 1:

DV448 Political Economy of Development I (H) **and**

DV449 Political Economy of Development II (H) ***and***

EC454 Development Economics (not available in Year 1)

European Public and Economic Policy - Students must complete, or have completed in Year 1:

EU452 Political Economy of Europe ***Or***

EU479 EU Policy-Making and International Cooperation (H) **and** EU480 Policy-Making in Europe: System Challenges

Public and Social Policy - Students must complete, or have completed in Year 1:

SA4X6 Welfare Analysis and Measurement

Optional courses:

EC4V8/GV4V8/DV4V8/EU4V8/SA4V8/MG4V8 MPA Policy Paper (H) ***or***

EC4B4/GV4B4/DV4B4/EU4B4/SA4K4/MG4K4 MPA Dissertation

Courses from the MPA Options List

Notes Students may not take both the MPA Dissertation and the MPA Policy Paper.

Total unit value 8 = Compulsory courses (4) + Policy Stream courses (1 or 2 units depending on the stream) + Optional courses (3 or 2 units depending on which Policy Stream is chosen).

See the Scheme for the award of MPA degrees students entering in or after 2011/12 for MPA programme criteria for progression. https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf.

Master of Public Administration (MPA)

Programme code: TMMPA

Policy stream codes: TMEUPEP (European Public and Economic Policy)
TMINDE (International Development)
TMPEP (Public and Economic Policy)
TMPPM (Public Policy and Management)
TMPSP (Public and Social Policy)
TMSOCI (Social Impact)

Department: Institute of Public Affairs

These regulations apply to second year MPA in Public Policy and Management students only, who entered in the 2016/17 academic year. *The regulations for all other MPA students are available here.*

For second year students in 2017/18.

The programme is taught over two academic years (21 months). Some courses have a unit value of 1.0 and some have a unit value of 0.5 (H). To be awarded the degree, students must complete courses to the value of 8 units in total over two years.

There are three types of courses:

1. Compulsory courses, studied by all students;
2. Policy Stream courses, which students will take depending on which Policy Stream (specialism) they choose at the start of Year 2;
3. Optional courses.

Note that some courses on one Policy Stream may be optional courses on other Policy Streams.

No interim award is available: students completing courses with a unit value of less than 8.0 receive no award, regardless of performance in the courses that have been successfully completed.

Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme.

Before Year 1

All students attend the MPA pre-sessional course EC408 (unless exempted).

Year 1

Paper	Course number and title
	All students must complete the following three Compulsory courses:
1	EC440 Micro and Macro Economics (for Public Policy)
2	EC455 Quantitative Approaches and Policy Analysis
3	GV478 Political Science and Public Policy
4	Plus courses to the value of one unit from the list of Policy Stream courses or from the list of Optional courses. Note: EC452 and EC454 are not available to students in their first year. Students who wish to choose a MSc in Economics course as an option are required to attend EC400 Introductory Course in Mathematics and Statistics.

At the start of Year 2, all students must select one of the six Policy Streams: (i) Public and Economic Policy; or (ii) Public Policy and Management; or (iii) International Development; or (iv) European Policy-Making; or (v) Public and Social Policy; or (vi) Social Impact.

Year 2

Paper	**Course number and title**
	All students must complete the following Compulsory course:
5	EC4B3/GV4B3/DV4B3/EU4B3/SA4K3/MG4K3 MPA Capstone Project
6-8	Students must take the course(s) required by their chosen Policy Stream detailed below, plus sufficient Optional courses to ensure that they have taken courses to a total unit value of 8 over Year 1 and Year 2.

Policy Stream courses:

Public and Economic Policy - Students must complete two of the following three half unit courses:

EC410 Public Economics for Public Policy (H) (designed for Year 2 students; only available in Year 1 with permission from the Programme Director)
EC418 Globalisation and Economic Policy (H) (designed for Year 2 students; only available in Year 1 with permission from the Programme Director)
EC419 Methods of Economic Policy Analysis (not available in Year 1)

Public Policy and Management - Students must complete courses to the value of one unit from any of the following:

MG419 Public Management - Strategy, Innovation and Delivery (not available as a policy stream course in 2017/18)
MG4E4 Analytic frameworks for policy evaluation (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4G3 Designing and Managing Change in the Public Sector (H)
GV4E4 Public Budgeting and Financial Management (withdrawn 2017/18)
GV4J5 Fiscal Governance and Budgeting (H)

International Development - Students must complete, or have completed in Year 1:

DV448 Political Economy of Development I (H) **and**
DV449 Political Economy of Development II (H) ***and***
EC454 Development Economics (not available in Year 1)

European Public and Economic Policy - Students must complete, or have completed in Year 1:

EU452 Political Economy of Europe

Public and Social Policy - Students must complete, or have completed in Year 1:

SA4X6 Welfare Analysis and Measurement

Optional courses:

EC4V8/GV4V8/DV4V8/EU4V8/SA4V8/MG4V8 MPA Policy Paper (H) ***or***
EC4B4/GV4B4/DV4B4/EU4B4/SA4K4/MG4K4 MPA Dissertation
Courses from the MPA Options List

Notes
Students may not take both the MPA Dissertation and the MPA Policy Paper.
Total unit value 8 = Compulsory courses (4) + Policy Stream courses (1 or 2 units depending on the stream) + Optional courses (3 or 2 units depending on which Policy Stream is chosen).
See the Scheme for the award of MPA degrees students entering in or after 2011/12 for MPA programme criteria for progression https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeMPA-InOrAfter2011-12.pdf.

MPA Options List

Students may also seek approval from their Programme Supervisor and the Course Convenor to enrol on other MSc options.
Not all courses may be offered each year and are subject to cancellation, substitution and timetabling constraints.

Welfare State Policies

SA429 Understanding Social (Dis)advantage (H)
SA451 Social Policy Research
GI414 Theorising Gender and Social Policy (H)
GI415 Gender and European Welfare States (H)
GI417 Gender, Population and Policy (H) (not available 2017/18)
SA4B9 Education Policy, Reform and Financing (H)
SA4F7 The Economics of European Social Policy (H) (not available 2017/18)
SA4J2 New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (H)
SA4J4 Designing and Implementing Evidence-Informed Policies and Programmes (H)
SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
SA4X6 Welfare Analysis and Measurement

Urban Policy

GY400 The Economics of Urbanisation (H)
GY439 Cities, Politics and Citizenship (H)
GY454 Urban Policy and Planning (H)
GY457 Applied Urban and Regional Economics
GY479 The Urban Revolution (H)
GY480 Remaking China: Geographical Aspects of Development and Disparity (H) (not available 2017/18)

Environmental Policy

DV413 Environmental Problems and Development Interventions (H)
DV415 Global Environmental Governance (H)
GV4H5 The Politics and Philosophy of Environmental Change (H)
GY420 Environmental Regulation: Implementing Policy
GY427 Climate Change: Science, Economics and Policy (H)
GY465 Concepts in Environmental Regulation (H)
GY475 Issues in Environmental Governance (H)

International Policy

GV4A5 International Migration and Immigration Management (H)
IR412 International Institutions
IR455 Economic Diplomacy (H)
IR469 Politics of Money in the World Economy (H) *
IR468 The Political Economy of Trade (H)
MG4B5 Business in the Global Environment (H) (withdrawn 2017/18)

Development Policy

AN436 The Anthropology of Development (H)
AN456 Anthropology of Economy (1): Production and Exchange (H)
AN457 Anthropology of Economy (2): Transformation and Globalisation (H)
DV411 Population and Development: An Analytical Approach (H)
DV413 Environmental Problems and Development Interventions (H)
DV415 Global Environmental Governance (H)
DV418 African Development (H)
DV420 Complex Emergencies (H)
DV421 Global Health and Development (H)
DV423 Global Political Economy of Development (H)
DV424 International Institutions and Late Development (H)
DV432 China in Developmental Perspectives (H) (not available 2017/18)
DV435 African Political Economy (H)
DV447 Public Affairs, International Development and Gendered Violence (H) (not available 2017/18)
DV448 Political Economy of Development I (H)
DV449 Political Economy of Development II (H)
DV451 Money in an Unequal World (H) (withdrawn 2017/18)
DV490 Economic Development Policy I: Applied Policy Analysis

for Macroeconomic Development (H)
DV491 Economic Development Policy II: Microeconomic Analysis (H) ***
DV492 Economic Development Policy III: Government Policy Analysis (H) ***
EC428 Development and Growth **
EC454 Development Economics
GV443 The State and Political Institutions in Latin America (H)
GV444 Democracy and Development in Latin America (H)
GY408 Local Economic Development and Policy (not available 2017/18)
GY410 Economics of Local and Regional Development (H)
GY415 Local Capacity and Economic Development Policy (H) (not available 2017/18)
GY421 Gender and Development: Geographical Perspectives (H) (not available 2017/18)
SA4J8 Social Policy and Development: Core Concepts (H)

Economic Policy

EC402 Econometrics **
EC410 Public Economics for Public Policy (H)
EC411 Microeconomics **
EC413 Macroeconomics **
EC418 Globalisation and Economic Policy (H)
EC419 Methods of Economic Policy Analysis (H)
EC421 International Economics **
EC424 Monetary Economics **
EC426 Public Economics **
EC427 The Economics of Industry **
EC452 Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (H)
EC453 Political Economy **
FM430 Corporate Finance and Asset Markets
GY455 Economic Appraisal and Valuation (H)
LL4CP Tax Avoidance (H)
MG4B9 The World Trading System* (H)
PH413 Philosophy of Economics

Regulatory Policy

GV403 Network Regulation (H)
LL4AT Regulation: Strategies and Enforcement (H)
LL4AU Regulation: Legal and Political Aspects (H)
LL4BE Principles of Financial Regulation (H) (not available 2017/18)
LL4BF International Financial Regulation (H)
LL4CP Tax Avoidance (H)
MC403 Contemporary Issues in Media and Communications Policy (H)
SO425 Regulation, Risk and Economic Life

Governance

GV442 Globalisation and Democracy (H) * (not available 2017/18)
GV477 Comparative Public policy Change (H) ***
GV482 Political Science and Political Economy: Advanced Topics (H) *** (not available 2017/18)
GV4C4 Legislative Politics: US (H) (L) (not to be taken with GV4C6) (not available 2017/18)
GV4C5 Politics of Economic Policy (H)
PH415 Philosophy and Public Policy
PS466 Happiness (H)
PS467 Behavioural Science (H)
SA4F8 Behavioural Public Policy (H)
SA4L4 Behaviour, Happiness and Public Policy (withdrawn 2017/18)
SO469 Risk and Governance: A Sociological Approach (H)

Europe

EU420 European Union Law (H)
EU421 Policy-Making in the European Union (H)
EU425 Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
EU443 European Models of Capitalism (H)
EU446 The Political Economy of European Monetary Integration (H)
EU453 The Political Economy of European Welfare States (H)
EU455 Concepts in Political Economy (H)
EU463 European Human Rights Law (H)
EU477 Labour Markets and the Political Economy of Employment in Europe (H)
EU479 EU Policy-Making and International Cooperation (H)
EU480 Policy-Making in Europe: System Challenges (H)
GV4C6 Legislative Politics: European Parliament (H) (L) (not to be taken with GV4C4) (not available 2017/18)

Institutions, Politics and policies of the EU

EU430 Europeanization: The Comparative Politics of Domestic Change (H) (not available 2017/18)
EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
GV4J4 Citizen Representation and Democracy in the European Union (H)

Central and Eastern Europe Transition and Reform

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (H) (not available 2017/18)

Regional courses

EU434 The Political Economy of Southeast Europe (H) (not available 2017/18)
EU440 The Balkans in Europe: Transition, Democratisation, Integration (H)

Management of Organisations

AC412 Accountability, Organisations and Risk Management (H)
AC470 Accounting in the Global Economy (H)
AC490 Management Accounting, Decisions and Control (H)
AC491 Financial Accounting, Reporting and Disclosure (H)
DV450 Policy, Bureaucracy and Development: Theory and Practice of Policy Design, Implementation and Evaluation (H)
GV483 Public Management Theory and Doctrine (H) (not to be taken with MG419 - not available 2017/18)
GV4D5 Organisations, Power and Leadership (H)
GV4E4 Public Budgeting and Financial Management (withdrawn 2017/18)
GV4J5 Fiscal Governance and Budgeting (H)
MG402 Public Management: A Strategic Approach (H)
MG419 Public Management- Strategy, Innovation and Delivery (not available 2017/18)
MG479 Information Systems for the Public Sector (H)
MG487 Innovation and Information Systems: Concepts and Perspectives (H)
MG4A3 Incentives and Governance in Organizations (B) (H)
MG4A6 The Analysis of Strategy (B) (H) ***
MG4B7 Organisational Change (H)
MG4C2 Organisational Behaviour (H)
MG4D1 International and Comparative Human Resource Management (H) (not available 2017/18)
MG4D4 Cross Cultural Management (H)
MG4D5 Leadership in Organisations: Theory and Practice (H)
MG4E4 Analytic Frameworks for Policy Evaluation (H)
MG4E5 Governance, Markets and Competition in the Delivery of Public Services (H)
MG4G3 Designing and Managing Change in the Public Sector (H)
PH425 Business and Organisational Ethics (H)

Notes * With permission of the course teacher.
** Because of the extremely demanding standard of LSE Economics, these options are available only to students with very good first degrees in Economics and with the permission of the Economics Department. Any student wishing to take these courses must be admitted to the September Introductory Course in Mathematics and Statistics (EC400) at the beginning of their first or second year and pass the course examinations. Students taking more than one Economics option must take one of EC402, EC411 or EC413.

MSc in Psychology of Economic Life

Programme code: TMPSECL
Department: Psychological and Behavioural Science
This information is for the 2017/18 session.
Full-year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown. Students are also required to take PS443A Psychological and Behavioural Science.

Paper	Course number and title	
1	PS465	Psychology of Economic Life
	Students also take the unassessed course:	
	PS443A	Psychological and Behavioural Science
2	PS4A5	Methods for Social Psychology Research: Fundamental Qualitative and Fundamental Quantitative Methods
3	Courses to the value of one unit from the following:	
	PS409	Political Psychology of Intercultural Relations (H)
	PS410	Social Representations (H)
	PS411	Current Communications Research (H)
	PS415	Social Psychology of Economic Life: Advanced Topics (H)
	PS418	Health Communication (H)
	PS421	Issues in Social Psychology: Group Dynamics (H)
	PS428	Knowledge Processes in Organizations (H) (not available 2017/18)
	PS438	Corporate Communications (H)
	PS439	Science, Technology and Resistance (H)
	PS445	Organisational and Social Decision Making (H)
	PS446	Issues in Organizational and Social Psychology: Organizational Life (H)
	PS451	Cognition and Culture (H)
	PS456	Consumer Psychology (H)
	PS458	Creativity and Innovation (H)
	PS462	Theory and Practice of Organisational Development (H)
	PS464	Social Influence (H)
	PS466	Happiness (H)
	PS467	Behavioural Science (H)
	A course from another programme (subject to the approval of the Candidate's Programme Director)	
4	PS497	Dissertation *
Notes	* Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.	

MSc in Public Policy and Administration

Programme code: TMPPA
Department: Government
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take courses up to the value of two full course units in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under Paper 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered.
By choosing particular combinations of core courses, students can choose to have the title of a specialised stream added to the title of their degree:
MSc Public Policy and Administration (Comparative); or
MSc Public Policy and Administration (Public Management).

Paper	Course number and title	
1	GV4E9	Approaches and Issues in Public Policy and Administration
2	***Either***	
	GV477	Comparative Public Policy Change (H)
	Or	
	GV483	Public Management Theory and Doctrine (H)
	Or	
	GV4F4	Policy Advice in Theory and Practice (H)
3	Courses to the value of one unit from the following:	
	Public Management:	
	AC412	Accountability, Organisations and Risk Management (H)
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	EC452	Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (H)
	GV483	Public Management Theory and Doctrine (H)
	GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H)
	GV4C8	Game Theory for Political Science (H)
	GV4E4	Public Budgeting and Financial Management (withdrawn 2017/18)
	GV4J5	Fiscal Governance and Budgeting (H)
	LL4AT	Regulation: Strategies and Enforcement (H)
	LL4AU	Regulation: Legal and Political Aspects (H)
	MG402	Public Management: A Strategic Approach (H)
	PH415	Philosophy and Public Policy (H)
	Comparative Public Policy and Administration:	
	EU421	Policy-Making in the European Union (H)
	EU443	European Models of Capitalism (H)
	GV403	Network Regulation (H)
	GV441	States and Markets (H)
	GV477	Comparative Public Policy Change (H)
	GV4A5	International Migration and Immigration Management (H)
	GV4C4	Legislative Politics: US (H) (L) * (not available 2017/18)
	GV4C5	Politics of Economic Policy (H) (M)
	GV4C6	Legislative Politics: European Parliament (H) * (not available 2017/18)
	GV4C8	Game Theory for Political Science (H)
	GV4D4	The Politics of Inequality and Redistribution (H)
	SA4F8	Behavioural Public Policy (H)
	SA4L1	The Governance of Welfare: The Nation State and the European Union (H)
	SA4M1	Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
	Another course with the permission of the programme convenor.	
4	**Either**	
	MY451M ***or*** MY451L Introduction to Quantitative Analysis (H) ***Or***	
	MY452M **or** MY452L Applied Regression Analysis (H)	
5	GV499	Dissertation
Notes	* Students must not take both GV4C4 (not available 2017/18) and GV4C6 (not available 2017/18). To qualify for a stream, the following courses must be taken:	

Comparative Public Policy and Administration stream GV4E9 Approaches and Issues in Public Policy and Administration
GV477 Comparative Public Policy Change (H) ***Or*** GV4F4 The Politics of Policy Advice (H)
One half-unit from the Comparative Public Policy and Administration courses under Paper 3.
Public Management stream GV4E9 Approaches and Issues in Public Policy and Administration
GV483 Public Management Theory and Doctrine (H)
One half-unit from the Public Management courses under Paper 3.

MSc in Quantitative Economic History

Programme code: TMQEH
Department: Economic History
This information is for the 2017/18 session.
Students are required to attend EC400 Introductory Course in Mathematics and Statistics.
Students complete and are examined in courses to the value of four full units.

Paper	**Course number and title**	
1	EH401	Historical Analysis of Economic Change (H)
2	EH422	Topics in Quantitative Economic History
3	EC411	Microeconomics ***or*** EC413 Macroeconomics
4	EC402	Econometrics
5	EH472	Essay in Quantitative Economic History (H)
	Students intending to apply for the MRes Quantitative Economic History would need to obtain at least a Merit overall in the MSc in Quantitative Economic History.	

MSc in Quantitative Methods for Risk Management

Programme code: TMQMRM
Department: Statistics
(formerly MSc in Risk and Stochastics)
This information is for the 2017/18 session.
Students take five compulsory half unit courses and one and a half units of optional courses.
Students are required to take a two-week compulsory introductory course MA400 September Introductory Course (Financial Mathematics) in September.

Paper	**Course number and title**	
1	ST409	Stochastic Processes (H)
2	ST429	Statistical Methods for Risk Management (H)
3	ST433	Computational Methods in Finance and Insurance (H) *
4	ST439	Stochastics for Derivatives Modelling (H)
5	ST440	Recent Developments in Finance and Insurance (H)
6	One of the following:	
	MA411	Probability and Measure (H)
	MA416	The Foundations of Interest Rate and Credit Risk Theory (H)
	MA420	Quantifying Risk Modelling and Alternative Markets (H)
	ST422	Time Series (H)
	ST426	Applied Stochastic Processes (H)
	ST435	Advanced Probability Theory (H)
	ST436	Financial Statistics (H)
	ST441	Introduction to Markov Processes and Their Applications (H)
	ST443	Machine Learning and Data Mining (H)
	ST448	Insurance Risk (H) (not available 2017/18)
7 & 8	Two of the following:	
	FM404	Forecasting Financial Time Series (H)
	FM441	Derivatives (H)
	FM442	Quantitative Methods for Finance and Risk Analysis (H) §
	MA409	Continuous Time-Optimisation (H)
	Further half unit(s) from those courses listed under Paper 6 above.	
	Further half unit(s) from other appropriate MSc courses, subject to the approval of the Programme Director and the Teacher responsible for the course.	
Notes	* Students taking this course can also take a non-assessed non-compulsory course MA432 Programming in C++.	
	§ Students taking this course can apply for a place on FM457 Applied Computational Finance, a non-assessed computer course.	
	Students can also take MA422 Research Topics in Financial Mathematics, a non-assessed course taken in addition to the required five compulsory half unit courses and three half units of optional courses detailed above.	

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Real Estate Economics and Finance

Programme code: TMREEF
Department: Geography & Environment
This information is for the 2017/18 session.
Full-year programme. Students must take three compulsory courses, in addition to either FM429 or FM473L / FM473M, one optional half-unit course and a dissertation as shown.

Paper	**Course number and title**	
1	GY458	Real Property Market Practice (H)
2	GY457	Applied Urban and Regional Economics
3	GY462	Real Estate Finance (H)
4	FM429	Asset Markets A (H) **or**
	FM473L	Finance I (H) **or**
	FM473M	Finance I (H)
5	A relevant half-unit course where offered §	
6	GY499	Dissertation
Notes	§ means subject to the approval of the Programme Director via LSEForYou. FM430 can be chosen instead of Papers 4 and 5.	
	This programme is externally accredited by the IPF and RICS. Further information is available on the Geography and Environment Department lse.ac.uk/geographyAndEnvironment/Home.aspx website.	

MSc in Regional and Urban Planning Studies

Programme code: TMRUP
Department: Geography & Environment
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research.

Paper	**Course number and title**	
1	GY447	The Economics of Regional and Urban Planning (H)
2	GY448	Social and Political Aspects of Regional and Urban Planning (H)
3	GY454	Urban Policy and Planning (H)
4	Courses to the value of one and a half units:	
	GI409	Gender, Globalisation and Development: An Introduction (H)
	GI420	Globalisation, Gender and Development: Theorising Policy and Practice (H)
	GY400	The Economics of Urbanisation (H)
	GY403	Contemporary Debates in Human Geography (H)
	GY407	Globalization, Regional Development and Policy
	GY410	Economics of Local and Regional Development (H)
	GY413	Regional Development and Policy (H)
	GY415	Local Capacity and Economic Development Policy (H) (not available 2017/18)
	GY421	Gender and Development: Geographical

		Perspectives (H) (not available 2017/18)
	GY431	Cities, People and Poverty in the South (H)
	GY432	Urban Ethnography (H)
	GY438	Cities and Social Change in East Asia (H)
	GY439	Cities, Politics and Citizenship (H)
	GY441	The Politics of Housing (H)
	GY446	Planning for Sustainable Cities (H) (not available 2017/18)
	GY449	Urban Futures (H)
	GY455	Economic Appraisal and Valuation (H)
	GY460	Techniques of Spatial Economic Analysis
	GY464	Race and Space (H) (not available 2017/18)
	GY465	Concepts in Environmental Regulation (H)
	GY467	Development, Diaspora and Migration (H) (not available 2017/18)
	GY470	Urban Africa (H)
	GY479	Urban Revolutions (H)
	GY480	Remaking China: Geographical aspects of Development and Disparity (H) (not available 2017/18)
	SA4C6	International Housing and Human Settlements (H)
	SA4F9	Housing, Neighbourhoods and Communities (H)
	SO465	City-Making: the Politics of Urban Form (H)
	SO473	Crime, Control and the City (H)
	SO480	Urban Inequalities (H)
	A half-unit course from another programme at the discretion of the Programme Director §	
5	GY450	Planning Practice and Research (non-assessed but compulsory)
6	GY499	Dissertation

Notes § means by special permission only.
This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies).

MSc in Regulation

Programme code: TMREG
Department: Government
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	**Course number and title**	
1	GV488	Law and Politics of Regulation
2 & 3	Courses to the value of two full units from the following:	
	Environmental Regulation	
	DV413	Environmental Problems and Development Interventions (H)
	DV415	Global Environmental Governance (H)
	GY420	Environmental Regulation: Implementing Policy
	GY465	Concepts in Environmental Regulation (H)
	GY475	Issues in Environmental Governance (H)
	IR467	Global Environmental Politics (H) *
	LL4BV	Transnational Environmental Law (H)
	Financial and Commercial Regulation	
	AC470	Accounting in the Global Economy (H)
	AC490	Management Accounting, Decisions and Control (H) ***or***
	FM473L	Finance I (H)
	FM473M	Finance I (H)
	FM474L	Managerial Finance (H)
	FM474M	Managerial Finance (H)
	LL4K9	European Capital Markets Law (H) (not available 2017/18)
	LL4AH	Corporate Governance (H) (not available 2017/18)
	LL4BE	Principles of Financial Regulation (H) (not available 2017/18)
	LL4BF	International Financial Regulation (H)
	LL4BK	Corporate Crime (H)
	LL4BL	Financial Crime (H)
	LL4CD	European Company Law (H)
	LL4CP	Tax Avoidance (H)
	SO425	Regulation, Risk and Economic Life
	Social Regulation	
	AN451	Anthropology of Politics ***or***
	AN456	Anthropology of Economy (1): Production and Exchange (H) ***or***
	AN457	Anthropology of Economy (2): Transformation and Globalisation (H) ***or***
	GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)
	LL4E8	Law in Society: A Joint Course in Law and Anthropology *
	LL4BC	Policing and Police Powers (H) (withdrawn 2017/18)
	LL4BD	Policing: Contemporary Issues and Controversies (H) (withdrawn 2017/18)
	SA4L1	The Governance of Welfare: The Nation State and the European Union (H)
	SA4L6	Illegal Drugs and Their Control: Theory, Policy and Practice (H)
	Utilities Regulation	
	GV403	Network Regulation (H)
	LL4S1	Cyberlaw (H)
	LL4S4	Digital Rights, Privacy and Security (H) (not available 2017/18)
	LL4Z5	EU State Aid Law (H)
	LL4AF	Principles of Global Competition Law (H)
	LL4AG	Competition Law: Challenges and Prospects (H)
	Government and Law	
	GV477	Comparative Public Policy Change (H)
	GV483	Public Management Theory and Doctrine (H)
	LL4BK	Corporate Crime (H)
	LL4BL	Financial Crime (H)
	LL4CA	Law and Social Theory (H)
	LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (H)
	LL4CM	Law in the Economy (H) (not available 2017/18)
	SA4F8	Behavioural Public Policy (H)
	SO469	Risk and Governance: A Sociological Approach (H)
	A course from another programme §	
4	LL499	Dissertation: MSc Regulation

Notes Students who take courses to the value of two full units from one of the categories shown in bold above, or courses to the value of one full unit and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.
§ means by special permission only.
* means subject to agreement by the course teacher.

MSc in Risk and Finance

Programme code: TMRIFI
Department: Finance
This information is for the 2017/18 session.
Full-year programme. Student must take courses to the value of four full units (of which one paper includes a dissertation) as shown below.

Paper	**Course number and title**	
1	FM403	Management and Regulation of Risk (includes dissertation)
2	Papers to the value of one half-unit from the following list	

	of Finance courses:	
	FM429	Asset Markets A (H)
	FM431M	Corporate Finance A (H) ***or*** FM431L Corporate Finance A (H)
	FM473M	Finance I (H) **or** FM473L Finance I (H)
	Or any other half-unit quantitative Finance course with the permission of the programme director	
3 & 4	Papers to the value of two and a half units from the following:	
	AC412	Accountability, Organisations and Risk Management (H)
	AC444	Valuation and Security Analysis (H)
	AC470	Accounting in the Global Economy (H)
	FM402	Financial Risk Analysis (H)
	FM404	Forecasting Financial Time Series (H) *
	FM412	Quantitative Security Analysis (H)
	FM413	Fixed Income Markets (H)
	FM421	Applied Corporate Finance (H)
	FM429	Asset Markets A (H) (if not taken under Paper 2)
	FM430	Corporate Finance and Asset Markets
	FM431M	Corporate Finance A (H) ***or*** FM431L Corporate Finance A (H) (if not taken under Paper 2)
	FM442	Quantitative Methods for Finance and Risk Analysis (H) *
	FM445	Portfolio Management (H)
	FM472	International Finance (H)
	FM473M	Finance I (H) **or** FM473L Finance I (H) (if not taken under Paper 2)
	FM476	Entrepreneurial Finance (H)
	GY420	Environmental Regulation: Implementing Policy
	GY455	Economic Appraisal and Valuation (H)
	GY462	Real Estate Finance (H)
	GY465	Concepts in Environmental Regulation (H)
	GY475	Issues in Environmental Governance (H)
	LL4BE	Principles of Financial Regulation (H) (not available 2017/18)
	LL4BF	International Financial Regulation (H)
	LL4BK	Corporate Crime (H)
	LL4BL	Financial Crime (H)
	LL4BX	Corporate Governance - Advanced Topics (H) (not available 2017/18)
	MG455	Consumer Insights II: Judgement and Decision Making (H)(not available 2017/18)
	MG4A8	Strategy for the Information Economy (H)
	MG4B9	The World Trading System (H)
	PH425	Business and Organisational Ethics (H)
	SO425	Regulation, Risk and Economic Life
	SO469	Risk and Governance: A Sociological Approach (H)
	ST409	Stochastic Processes (H)
	Any other paper with the approval of the Programme Director	
Notes	* Students taking this course can apply for a place on FM457 Applied Computational Finance, a non-assessed computer course.	

Note for prospective students:
For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students.

MSc in Social and Cultural Psychology

Programme code: TMSCPS
Department: Psychological and Behavioural Science
This information is for the 2017/18 session.
Full-year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

Paper	**Course number and title**	
1	PS400	Contemporary Social and Cultural Psychology
	Students also take the unassessed course:	
	PS443A	Psychological and Behavioural Science
2	PS4A5	Methods for Social Psychology Research: Fundamental Qualitative and Fundamental Quantitative Methods
3	Courses to the value of one unit from the following:	
	PS409	Political Psychology of Intercultural Relations (H)
	PS410	Social Representations (H)
	PS411	Current Communication Research (H)
	PS415	Social Psychology of Economic Life: Advanced Topics (H)
	PS418	Health Communication (H)
	PS421	Issues in Social Psychology: Group Dynamics (H)
	PS428	Knowledge Processes in Organisations (H) (not available 2017/18)
	PS438	Corporate Communications (H)
	PS439	Science, Technology and Resistance (H)
	PS445	Organisational and Social Decision Making (H)
	PS446	Issues in Organisational and Social Psychology: Organisational Life (H)
	PS451	Cognition and Culture (H)
	PS456	Consumer Psychology (H)
	PS458	Creativity and Innovation (H)
	PS462	Theory and Practice of Organisational Development (H)
	PS464	Social Influence (H)
	PS466	Happiness (H)
	PS467	Behavioural Science (H)
	A course from another programme (subject to the approval of the Candidate's Programme Director)	
4	PS497	Dissertation *
Notes	* Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.	

MSc in Social and Public Communication

Programme code: TMSOPUCO
Department: Psychological and Behavioural Science
This information is for the 2017/18 session.
Full year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

Paper	**Course number and title**	
1	PS429	The Social Psychology of Communication
	Students also take the unassessed course:	
	PS443A	Psychological and Behavioural Science
2	PS4A5	Methods for Social Psychology Research: Fundamental Qualitative and Fundamental Quantitative Methods
3	Courses to the value of one unit from the following:	
	PS409	Political Psychology of Intercultural Relations (H)
	PS410	Social Representations (H)
	PS411	Current Communication Research (H)
	PS415	Social Psychology of Economic Life: Advanced Topics (H)
	PS418	Health Communication (H)
	PS421	Issues in Social Psychology: Group Dynamics (H)
	PS428	Knowledge Processes in Organisations (H) (not available 2017/18)
	PS438	Corporate Communications (H)
	PS439	Science, Technology and Resistance (H)
	PS445	Organisational and Social Decision Making (H)
	PS446	Issues in Organisational and Social Psychology: Organisational Life (H)
	PS451	Cognition and Culture (H)

	PS456	Consumer Psychology (H)
	PS458	Creativity and Innovation (H)
	PS462	Theory and Practice of Organisational Development (H)
	PS464	Social Influence (H)
	PS466	Happiness (H)
	PS467	Behavioural Science (H)
	Courses to the value of one half unit from another programme (subject to the approval of the candidate's Programme Director)	
5	PS497	Dissertation *
Notes	* Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%. Students who complete PS429 and PS438 can be granted exemption from up to two CIPR Diploma units. Further information is available from the Department of Psychological and Behavioural Science website lse.ac.uk/socialPsychology/Home.aspx.	

MSc in Social Anthropology

Programme Code: TMAN
Department: Anthropology
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Attendance at seminars and at non-assessed tutorials is compulsory.

Paper	Course number and title	
1	AN404	Anthropology: Theory and Ethnography
2	One or two of the following to the value of one full unit:	
	AN402	The Anthropology of Religion
	AN405	The Anthropology of Kinship, Sex and Gender
	AN451	Anthropology of Politics (H)
	AN456	Anthropology of Economy (1): Production and Exchange (H)
	AN457	Anthropology of Economy (2): Transformation and Globalisation (H)
3	One or two of the following to the value of one full unit:	
	A paper from Paper 2 above not already taken	
	AN419	The Anthropology of Christianity (H) (not available 2017/18)
	AN420	The Anthropology of South-East Asia (H)
	AN424	The Anthropology of Melanesia (H) (not available 2017/18)
	AN436	The Anthropology of Development (H)
	AN437	Anthropology of Learning and Cognition
	AN439	Anthropology and Human Rights (H) (not available 2017/18)
	AN444	Investigating the Philippines- New Approaches and Ethnographic Contexts (H) (not available 2017/18)
	AN447	China in Comparative Perspective
	AN458	Children and Youth in Contemporary Ethnography (H) (not available 2017/18)
	AN459	Anthropology and Media (H) (not available 2017/18)
	AN461	The Anthropology of Ontology (H) (not available 2017/18)
	AN463	Borders and Boundaries: Ethnographic Approaches (H)
	AN467	The Anthropology of South Asia (H) (not available 2017/18)
	AN469	The Anthropology of Amazonia (H)
	AN473	Anthropological Approaches to Value (H)
	AN474	Subjectivity and Anthropology (H) (not available 2017/18)
	AN475	The Anthropology of Revolution (H)
	AN476	Anthropology and the Anthropocene (H)
4	AN499	Dissertation

MSc in Social Anthropology (Learning and Cognition)

Programme code: TMSALC
Department: Anthropology
This information is for the 2017/18 session.
Full-year programme. Students take two compulsory courses, options to the value of one unit and a dissertation as shown. Attendance at seminars and at non-assessed tutorials is compulsory.

Paper	Course number and title	
1	AN437	Anthropology of Learning and Cognition
2	AN404	Anthropology: Theory and Ethnography
3	Any full unit, or any two half unit Anthropology courses.	
4	AN499	Dissertation

MSc in Social Anthropology (Religion in the Contemporary World)

Programme code: TMSARCW
Department: Anthropology
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of four full units. Attendance at seminars and at non-assessed tutorials is compulsory.

Paper	Course number and title	
1	AN402	The Anthropology of Religion
2	Courses to the value of one full unit from the following:	
	AN419	Anthropology of Christianity (H) (not available 2017/18)
	AN420	Anthropology of South-East Asia (H) (not available 2017/18)
	AN424	Anthropology of Melanesia (H)
	AN444	Investigating the Philippines: New Approaches and Ethnographic Contexts (H) (not available 2017/18)
	AN459	Anthropology and Media (H) (not available 2017/18)
	AN461	The Anthropology of Ontology (H) (not available 2017/18)
	AN467	Anthropology of South Asia (H) (not available 2017/18)
	AN470	Anthropology of Religion: Current themes and theories (H) (available to second year part-time students only in 2017/18)
	EU424	The Idea of Europe (H) (withdrawn 2017/18)
	EU437	Europe Beyond Modernity (H)
	EU475	Muslims in Europe (H)
	GV4C9	Democratization and its Discontents in Southeast Asia (H)
	IR461	Islam in World Politics
	IR465	The International Politics of Culture and Religion
3	Courses to value of one full unit from the following:	
	AN404	Anthropology: Theory and Ethnography
	AN405	Anthropology of Kinship, Sex and Gender
	AN451	Anthropology of Politics (H)
	AN456	Anthropology of Economics 1) Production and Exchange (H)
	AN457	Anthropology of Economics 2) Transformation and Globalisation (H)
	AN473	Anthropological Approaches to Value (H)
	EU478	The Culture of European Politics (H)
	HY435	Political Islam from Ibn Taymiyya to ISIS
	PS451	Cognition and Culture (H)
	An additional unit from Paper 2 not previously taken.	
	A course from another MSc subject to the approval of programme director.	
4	AN497	Dissertation: Religion in the Contemporary World

MSc in Social Innovation and Entrepreneurship

Programme code: TMMGSIE
Department: Management
This information is for the 2017/18 session.
Full-year programme. Students must take four compulsory courses, options to the value of 1.5 units and a dissertation as shown below.

Paper	Course number and title	
1	MG4F8	Social Innovation and Entrepreneurship II (H)
	MG4F9	Social Innovation and Entrepreneurship I (H)
2	MG4G1	Understanding Social Problems for Innovation and Entrepreneurship (H)
	MG4G2	Social Innovation Design (H)
3	Electives to the value of 1.0 unit from the list below or a course not listed below, subject to timetabling constraints:	
	MG404	Consumer Insights I: Behavioural Fundamentals (H)
	MG418	Open Innovation (H)
	MG423	Leading Entrepreneurial Organisations in Global Markets (H) (not available 2017/18)
	MG473	Negotiation Analysis (H)
	MG476	Corporate Social Responsibility and International Labour Standards (H) (not available 2017/18)
	MG480	Management of Human Resources: Strategies and Policy (H)
	MG4B3	International Marketing: A Strategic Approach (H)
	MG4D4	Cross Cultural Management (H)
	MG4D5	Leadership in Organisations: Theory and Practice (H)
4	Electives to the value of 0.5 units from Paper 3 ***and***	
	MG4G5	Dissertation: Social Innovation and Entrepreneurship (H)

MSc in Social Policy (European and Comparative Social Policy)

Programme code: TMSPEUCSP
Department: Social Policy
This information is for the 2017/18 session.
Full-year programme. Students must take compulsory courses to the value of one unit, optional courses to the value of two units, the non-assessed course SA4C1 and a dissertation as shown.

Paper	Course number and title	
1	SA4L1	The Governance of Welfare: The Nation State and the European Union (H)
2	SA488	Social Policy: Goals and Issues (H)
3	**European Contextual options** Two half units from:	
	EU420	European Union Law and Government (H) *
	EU421	Policy-Making in the European Union (H)
	EU439	Political and Fiscal Integration and Disintegration in EU Member States (H)
	EU453	The Political Economy of European Welfare States (H)
	IR431	European Union Policy-Making in a Global Context (H) (not available 2017/18)
	SA4F7	The Economics of European Social Policy (H) (not available 2017/18)
	Or another appropriate course(s) with approval of the Programme Director.	
4	**Social Policy Options**	
	Courses to the value of one full unit:	
	GI414	Theorising Gender and Social Policy (H)
	GI415	Gender and European Welfare States (H)
	GI417	Gender, Population, and Policy (H) (not available 2017/18)
	GY454	Urban Policy and Planning
	HP400	Financing Health Care (H)
	HP402	Measuring Health System Performance (H)
	SA409	Social Security Policies (H)
	SA429	Understanding Social (Dis)advantage (H)
	SA451	Social Policy Research
	SA4B8	Ethnicity, Race and Social Policy (H)
	SA4B9	Education Policy, Reform and Financing (H)
	SA4C6	International Housing and Human Settlements (H)
	SA4C9	Social Policy: Organisation and Innovation (H)
	SA4D5	Social Rights and Human Welfare (H)
	SA4F1	Migration: Current Research, Critical Approaches (H)
	SA4F8	Behavioural Public Policy (H)
	SA4F9	Housing, Neighbourhoods and Communities (H)
	SA4G8	The Third Sector (H)
	SA4K5	Issues in Contemporary Policing (H)
	SA4L6	Illegal Drugs and Their Control: Theory, Policy and Practice (H)
	SA4L7	Policing, Security and Globalisation (H)
	SA4M1	Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
	SA4N8	Riots, Disorder and Urban Violence (H)
	SA4X6	Welfare Analysis and Measurement
	Or a course from another MSc programme with approval from the Programme Director and the Course Teacher.	
5	SA466	European and Comparative Social Policy - Long Essay (10,000 words)
	SA4C1	Long Essay and the Research Process (not assessed)

Notes * May only be taken with the permission of the Course Tutor and the MSc Programme Director.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.

MSc in Social Policy (Research)

Programme code: TMSOPORE
Department: Social Policy
This information is for the 2017/18 session.
Full-year programme. Students take two compulsory courses, one unit of options and a dissertation.

Paper	Course number and title	
1	SA451	Social Policy Research
2	MY4M1	Foundations of Social Research 1 ***or***
	MY4M2	Foundations of Social Research 2
3	Courses to the value of one full unit from the following:	
	DV456	Planning for Population and Development (H)
	DV458	Demographic Change and Development (H) (not available 2017/18)
	GI414	Theorising Gender and Social Policy (H)
	GI415	Gender and European Welfare States (H)
	GY441	The Politics of Housing (H)
	HP401	Foundations of Health Policy (H)
	HP420	Health Economics (H)
	HP424	Pharmaceutical Economics and Policy (H)
	LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (H)
	MY426	Doing Ethnography (H)
	PS466	Happiness (H)
	PS467	Behavioural Science (H)
	SA409	Social Security Policies (H)
	SA429	Understanding Social (Dis)advantage (H)
	SA488	Social Policy: Goals and Issues (H)
	SA4B8	Ethnicity, Race and Social Policy (H)
	SA4B9	Education Policy, Reform and Financing (H)
	SA4C2	Basic Education and Social Development (H) (not available 2017/18)

	SA4C6	International Housing and Human Settlements (H)
	SA4C9	Social Policy - Organization and Innovation (H)
	SA4D5	Social Rights and Human Welfare (H)
	SA4E6	Rural Development and Social Policy (H) (not available 2017/18)
	SA4F1	Migration: Current Research, Critical Approaches (H)
	SA4F7	The Economics of European Policy (H)
	SA4F8	Behavioural Public Policy (H)
	SA4F9	Housing, Neighbourhoods and Communities (H)
	SA4G8	The Third Sector (H)
	SA4H7	Urbanisation and Social Policy in the Global South (H)
	SA4K2	Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
	SA4K5	Issues in Contemporary Policing (H)
	SA4L1	The Governance of Welfare: The Nation State and the European Union (H)
	SA4L4	Behaviour, Happiness and Public Policy (withdrawn 2017/18)
	SA4L6	Illegal Drugs and Their Control: Theory, Policy and Practice (H)
	SA4L7	Policing, Security and Globalisation (H)
	SA4M1	Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
	SA4N8	Riots, Disorder and Urban Violence (H)
	SA4X6	Welfare Analysis and Measurement
4	SA47R	Social Policy (Research) - Dissertation

Notes A course from another programme, with the permission of your tutor, the MSc Programme Director and the Course Tutor.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.

MSc Social Policy (Social Policy and Planning)

Programme code: TMSPSPP (Formerly MSc Social Policy and Planning)
Department: Social Policy
This information is for the 2017/18 session.
Full-year programme. Students must take: two half unit compulsory courses, attend the non-assessed course SA4C1, optional courses to the value of two full units and a dissertation.

Paper	**Course number and title**	
	Compulsory courses	
1	SA488	Social Policy: Goals and Issues (H)
	SA4C9	Social Policy: Organisation and Innovation (H)
2 & 3	**Optional courses** Choose to the value of two full units from the following courses:	
	GI414	Theorising Gender and Social Policy (H)
	GI415	Gender and European Welfare States (H)
	GI417	Gender, Population, and Policy (H) (not available 2017/18)
	GY441	The Politics of Housing (H)
	GY454	Urban Policy and Planning (H)
	HP400	Financing Health Care (H)
	HP402	Measuring Health System Performance (H)
	PS466	Happiness (H)
	PS467	Behavioural Science (H)
	SA409	Social Security Policies (H)
	SA429	Understanding Social (Dis)advantage (H)
	SA451	Social Policy Research
	SA4B5	International Planning and Children's Rights (H)
	SA4B8	Ethnicity, Race and Social Policy (H)
	SA4B9	Education Policy, Reform and Financing (H)
	SA4C6	International Housing and Human Settlements (H)
	SA4C8	Global Social Policy and International Organisations (H)
	SA4D5	Social Rights and Human Welfare (H)
	SA4F1	Migration: Current Research, Critical Approaches (H)
	SA4F7	The Economics of European Policy (H)
	SA4F8	Behavioural Public Policy (H)
	SA4F9	Housing, Neighbourhoods and Communities (H)
	SA4G8	The Third Sector (H)
	SA4H7	Urbanisation and Social Policy in the Global South (H)
	SA4K5	Issues in Contemporary Policing (H)
	SA4L1	The Governance of Welfare: The Nation State and the European Union (H)
	SA4L4	Behaviour, Happiness and Public Policy (withdrawn 2017/18)
	SA4L6	Illegal Drugs and Their Control: Theory, Policy and Practice (H)
	SA4L7	Policing, Security and Globalisation (H)
	SA4M1	Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
	SA4N8	Riots, Disorder and Urban Violence (H)
	SA4X6	Welfare Analysis and Measurement
	Or a full or half unit course from another MSc programme *	
4	SA471	Dissertation: Social Policy and Planning (10,000 words)
	SA4C1	Long Essay and the Research Process (not assessed)

Notes * May only be taken with the permission of your tutor, the MSc Programme Director and the Course Tutor.
It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses.

MSc in Social Policy and Development

Programme code: TMSPDV
Department: Social Policy
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses and optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

Paper	**Course number and title**	
1	SA4J8	Social Policy and Development: Core Concepts (H)
2	SA4J9	States, Social Policy and Development (H)
3	Courses to the value of two full units from the following:	
	DV407	Poverty (H)
	DV420	Complex Emergencies (H)
	DV458	Demographic Change and Development (H) (not available 2017/18)
	GI418	Feminist Economics and Policy: An Introduction (H)
	GY438	Cities and Social Change in East Asia (H)
	GY441	The Politics of Housing (H)
	GY467	Global Migration and Development (H) (not available 2017/18)
	GY479	Urban Revolutions (H)
	GY480	Remaking China: Geographical aspects of Disparity and Development (H) (not available 2017/18)
	HP401	Foundations of Health Policy (H)
	SA409	Social Security Policies (H)
	SA429	Understanding Social (Dis)advantage (H)
	SA4B5	International Planning and Children's Rights (H)
	SA4C2	Basic Education for Social Development (H)

(not available 2017/18)
SA4C6 International Housing and Human Settlements (H)
SA4C8 Global Social Policy and International Organisations (H)
SA4D2 Global Health and Population Change (H)
SA4D5 Social Rights and Human Welfare (H)
SA4E6 Rural Development and Social Policy (H) (not available 2017/18)
SA4F1 Migration: Current Research, Critical Approaches (H)
SA4F7 The Economics of European Policy (H)
SA4F8 Behavioural Public Policy (H)
SA4G8 The Third Sector (H)
SA4H7 Urbanisation and Social Policy in the Global South (H)
SA4H9 Non-Governmental Organisations, Social Policy and Development (H)
SA4K2 Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
Any course within the Department of Social Policy
A course from another programme (with permission).
Students are also encouraged to audit MY400 Fundamentals of Social Science Research Design (not assessed).

4 SA4C1 Long Essay and the Research Process (not assessed)

5 SA472 Dissertation- Social Policy and Development

Notes It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses. Students outside the degree programme who opt to take SA4J8 will be required to take part in a three day residential workshop on applied social planning at Cumberland Lodge in Windsor Great Park, during the Lent term. The cost of this three day workshop is £200.

MSc in Social Policy and Development: Non-Governmental Organisations

Programme code: TMSPDVNGO
Department: Social Policy
This information is for the 2017/18 session.
(Formerly MSc in NGOs and Development)

Full-year programme. Students must take two compulsory courses, optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

Paper **Course number and title**

1 SA4J8 Social Policy and Development: Core Concepts (H)

2 SA4H9 Non-Governmental Organisations, Social Policy and Development (H)

3 Courses to the value of two full units from the following:
DV407 Poverty (H)
DV420 Complex Emergencies (H)
DV432 China in Developmental Perspectives (H) (not available 2017/18)
DV458 Demographic Change and Development (H) (not available 2017/18)
GY438 Cities and Social Change in East Asia (H)
GY467 Global Migration and Development (H) (not available 2017/18)
HP401 Foundations of Health Policy (H)
PH432 Effective Philanthropy: Ethics and Evidence (H)
SA409 Social Security Policies (H)
SA4B5 International Planning and Children's Rights (H)
SA4C2 Basic Education for Social Development (H) (not available 2017/18)
SA4C6 International Housing and Human Settlements (H)
SA4C8 Global Social Policy and International Organisations (H)
SA4D2 Global Health and Population Change (H)
SA4D5 Social Rights and Human Welfare (H)
SA4E6 Rural Development and Social Policy (H) (not available 2017/18)
SA4F1 Migration: Current Research, Critical Approaches (H)
SA4F7 The Economics of European Policy (H)
SA4F8 Behavioural Public Policy (H)
SA4H7 Urbanisation and Social Policy in the Global South (H)
SA4J9 States, Social Policy and Development †
SA4K2 Sexuality, Everyday Lives and Social Policy in Developing Countries (H)
Another course from within the Social Policy Department.
A course from another programme (with permission).
Students are also encouraged to audit MY400 Fundamentals of Social Science Research Design (not assessed).

4 SA4C1 Long Essay and the Research Process (not assessed) (option only possible within the constraints of the timetable)

5 SA470 Dissertation- Social Policy and Development: Non-Governmental Organisations

Notes It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SA'). For further information please see lse.ac.uk/socialPolicyCourses. Students outside the degree programme who opt to take SA4J8 will be required to take part in a three day residential workshop on applied social planning at Cumberland Lodge in Windsor Great Park, during the Lent term. The cost of this three day workshop is £200.

MSc in Social Research Methods

Programme code: TMSORM
Department: Methodology
This information is for the 2017/18 session.

Full-year programme.
Part 1: Social Research Methods. Students must take courses to the value of two full units and a dissertation as shown.
Part 2: Optional courses. For all students other than those on the 'Gender,' 'Population' or 'Social Policy' streams of the MSc Social Research Methods, courses to the value of one full unit can be taken from the courses listed under the heading 'Part 2 Optional Courses' below. Students on the 'Gender,' 'Population' or 'Social Policy' streams of the MSc must select courses from the options listed under their respective headings at the foot of the 'Part 2 Optional Courses' section below.

Part 1 Social Research Methods

Paper **Course number and title**

1 One of the following combinations of two half-unit courses:
MY451M Introduction to Quantitative Analysis (H) ***and*** MY452L Applied Regression Analysis (H)
MY452M ***or*** MY452L Applied Regression Analysis (H) ***And*** another half-unit course in advanced quantitative methods (MY45*, subject to the approval of the student's Academic Adviser) §
MY452M **or** MY452L Applied Regression Analysis (H) ***And*** another half-unit course in statistics (ST4**, subject to the approval of the student's Academic Adviser) §

2 MY400 Fundamentals of Social Science Research Design (H) ***And***
MY421M ***or*** MY421LQualitative Research Methods (H) #

3 MY499 Dissertation (August)

Notes § Exceptionally, students who can demonstrate an understanding of quantitative research methods commensurate with those covered in MY452 can substitute a more advanced MY45* course in for MY452. This would be subject to the approval of the student's Academic Adviser. Please note that in such cases, the substitute course will be treated as a 'course critical to assessment' in place of MY452 (see Exam Sub-Board local rules for more information).# Exceptionally students who can demonstrate an understanding of qualitative research methods commensurate with those covered in MY421can substitute a more advanced MY42*course in for MY421. This would be subject to the approval of the student's Academic Adviser. Please note that in cases where a student substitutes a course in for MY421, the substitute course will be treated as a 'course critical to assessment' in place of MY421 (see Exam Sub-Board local rules for more information).

Part 2 Optional Courses
Courses to the value of one unit from the following: (access is not guaranteed for any option and course choices are subject to timetabling constraints)

MY405 Research Methods for Evaluation in Health, Development and Public Policy (H)
MY426 Doing Ethnography (H)
MY427 Qualitative Research With Non-Traditional Data (H)
MY428 Qualitative Text Analysis (H) (not available 2017/18)
MY454 Applied Statistical Computing using R (H)
MY455 Multivariate Analysis and Measurement (H)
MY456 Survey Methodology (H)
MY457 Causal Inference for Observational and Experimental Studies (H)
MY459 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)
MY461 Social Network Analysis (H)
MY472 Data Structures, Databases and Data Sharing (H) (not available 2017/18)
DV434 Human Security (H) (not available 2017/18)
MG405 Behavioural Decision Science (H)
PS421 Issues in Social Psychology: Group Dynamics (H)
SA451 Social Policy Research
SO407 Politics and Society
ST416 Multilevel Modelling (H)
ST425 Statistical Inference: Principles, Methods and Computation
ST442 Longitudinal Data Analysis (H) (not available 2017/18)

Or any other Graduate level courses from across the LSE (subject the approval of your Academic Adviser and the MSc Social Research Methods Programme Director).

Gender Stream
One half-unit from the following:
GI402 Gender, Knowledge and Research Practice (H)
GI424 Gender Theories in the Modern World: An Interdisciplinary Approach (H)

One optional half unit graduate level course (typically from the Department of Gender Studies) as agreed with your Academic Adviser.

Population Stream
One compulsory half-unit:
SA481 Population Analysis: Methods and Models (H)

One half-unit from the following:
DV411 Population and Development: an Analytical Approach (H)
DV456 Planning for Population and Development (H)
DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (H)
DV458 Demographic Change and Development (H) (not available 2017/18)
GI415 Gender and European Welfare States (H)
GI417 Gender, Population and Policy (H) (not available 2017/18)
SA4D1 Critical Population Health Issues in High and Middle-Income Countries (H)
SA4D2 Global Health and Population Change (H)

Social Policy Stream
One compulsory unit:
SA451 Social Policy Research

MSc in Sociology

Programme code: TMSO
Department: Sociology
This information is for the 2017/18 session.

Full-year programme. Students must take courses to the value of three units and write a dissertation as shown.

Paper	Course number and title	
1	SO491	Quantitative Social Research Methods (H) **or**
	SO492	Qualitative Social Research Methods (H)
2 & 3	Courses to the value of 2.5 units from the following:	
	GV479	Nationalism (not available 2017/18)
	SO407	Politics and Society
	SO424	Approaches to Human Rights
	SO425	Regulation, Risk and Economic Life
	SO426	Classical Social Thought (H)
	SO427	Modern Social Thought (H)
	SO430	Economic Sociology (H) (not available 2017/18)
	SO451	Cities by Design (H)
	SO454	Families and Inequalities (H)
	SO457	Political Reconciliation (H) (not available 2017/18)
	SO458	Gender and Societies (H) (not available 2017/18)
	SO468	International Migration and Migrant Integration (H)
	SO469	Risk and Governance: A Sociological Approach (H)
	SO470	The Sociology of Markets (H)
	SO471	Technology, Power and Culture (H) (not available 2017/18)
	SO473	Crime, Control and the City (H)
	SO475	Material Culture and Design (H)
	SO477	Urban Social Theory (H)
	SO481	Class, Politics and Culture (H)
	SO482	Topics in Race, Ethnicity and Postcolonial Studies (H) (not available 2017/18)
	SO483	Social Change Organizations (H)
	SO489	Family and Migration (H)
	SO490	Contemporary Social Thought (H)
	SO491	Quantitative Social Research Methods (H) (if not taken under Paper 1)
	SO492	Qualitative Social Research Methods (H) (if not taken under Paper 1)
4	SO499	Dissertation

MSc in Sociology (Contemporary Social Thought)

Programme code: TMSOCST
Department: Sociology
This information is for the 2017/18 session.

Full-year programme. Students must take courses to the value of three units and write a dissertation as shown.

1	SO490	Contemporary Social Thought (H)
2 & 3	Courses to the value of 2.5 units from the following:	
	SO426	Classical Social Thought (H)
	SO427	Modern Social Thought (H)
	SO471	Technology, Power and Culture (H) (not available 2017/18)
	SO475	Material Culture and Design (H)
	SO477	Urban Social Theory (H)
	SO479	Human Rights and Postcolonial Theory (H)
	SO481	Class, Politics and Culture (H)

	Other options from the Department of Sociology and approved outside options.	
4	SO499	Dissertation

MSc in Sociology (Research)

Programme code: TMSORE
Department: Sociology
This information is for the 2017/18 session.
This is a full-year programme (one year full-time, two years part-time). Students will be required to take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title	
1	SO491	Quantitative Social Research Methods (H) **and**
	SO492	Qualitative Social Research Methods (H)
2	MY451	Introduction to Quantitative Analysis (H)
3	MY452	Applied Regression Analysis (H)
4	Sociology option(s) to the value of one unit	
5	SO499	Dissertation

MSc in Statistics

Programme code: TMST
Department: Statistics
This information is for the 2017/18 session.
Academic-year programme. Students must take courses to the value of four full units.

Paper	Course number and title	
1	ST425	Statistical Inference: Principles, Methods and Computation
2 & 4	Courses to the value of three full unit from the following:	
	ST405	Multivariate Methods (H)
	ST409	Stochastic Processes (H)
	ST411	Generalised Linear Modelling and Survival Analysis (H)
	ST416	Multilevel Modelling (H)
	ST418	Non-linear Dynamics and the Analysis of Real Time Series (H)
	ST421	Developments in Statistical Methods (H)
	ST422	Time Series (H)
	ST426	Applied Stochastic Processes (H)
	ST435	Advanced Probability Theory (H)
	ST442	Longitudinal Data Analysis (H) (not available 2017/18)
	ST443	Machine Learning and Data Mining (H)
	ST444	Statistical Computing (H)
	EC484	Econometric Analysis *
	MA407	Algorithms and Computation (H)
	MY456	Survey Methodology (H)
	MY457	Causal Inference for Observational and Experimental Studies (H)
	SA481	Population Analysis: Methods and Models (H)
	Other courses may be taken with permission, except for: ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.	

Note: The total value of all non-ST courses, including those listed under Papers 2-4 above, should not exceed one unit.
* Statistics students taking EC484 will be required to register in early September in order to attend the econometrics component of the introductory course EC451. Students must pass an exam taken at the end of the introductory course in order to proceed to EC484.
This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website. lse.ac.uk/collections/statistics

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Financial Statistics)

Programme code: TMSTFS
Department: Statistics
This information is for the 2017/18 session.
Academic-year programme. Students take three compulsory courses (two units) and options to the value of two units.

Paper	Course number and title	
1	ST425	Statistical Inference: Principles, Methods and Computation
2	ST436	Financial Statistics (H)
3	ST422	Time Series (H)
4	Courses to the value of two full units from the following:	
	ST405	Multivariate Methods (H)
	ST409	Stochastic Processes (H)
	ST411	Generalised Linear Modelling and Survival Analysis (H)
	ST416	Multilevel Modelling (H)
	ST418	Non-linear Dynamics and the Analysis of Real Time Series (H)
	ST421	Developments in Statistical Methods (H)
	ST426	Applied Stochastic Processes (H)
	ST427	Insurance Mathematics (H) (withdrawn 2017/18)
	ST429	Probabilistic Methods in Risk Management and Insurance (H)
	ST433	Computational Methods in Finance and Insurance (H)
	ST435	Advanced Probability Theory (H)
	ST439	Stochastics for Derivatives Modelling (H)
	ST440	Recent Developments in Finance and Insurance (H)
	ST441	Introduction to Markov Processes and Their Applications (H)
	ST442	Longitudinal Data Analysis (H) (not available 2017/18)
	ST443	Machine Learning and Data Mining (H)
	ST444	Statistical Computing (H)
	ST448	Insurance Risk (H) (not available 2017/18)
	EC484	Econometric Analysis *
	FM402	Financial Risk Analysis (H)
	FM404	Forecasting Financial Time Series (H)
	FM413	Fixed Income Markets (H)
	FM429	Asset Markets A (H)
	FM441	Derivatives (H)
	FM442	Quantitative Methods for Finance and Risk Analysis (H)
	MA407	Algorithms and Computation (H)
	MA415	The Mathematics of the Black and Scholes Theory (H)
	MA416	The Foundations of Interest Rate and Credit Risk Theory (H)
	MA420	Quantifying Risk Modelling and Alternative Markets (H)
	MY456	Survey Methodology (H)
	MY457	Causal Inference for Observational and Experimental Studies (H)
	Other non-ST course(s), with permission.	

Notes: The total value of all non-ST courses, including those listed under Paper 4 above, should not exceed one unit.
* Statistics students taking EC484 will be required to register in early September in order to attend the econometrics component of the introductory course

EC451. Students must pass an exam taken at the end of the introductory course in order to proceed to EC484.

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Financial Statistics) (Research)

Programme code: TMSTFSRE
Department: Statistics
This information is for the 2017/18 session.
Academic-year programme. Students take three compulsory courses (two units), a dissertation, and optional courses to the value of one unit.

Paper	Course number and title	
1	ST425	Statistical Inference: Principles, Methods and Computation
2	ST436	Financial Statistics (H)
3	ST422	Time Series (H)
4	ST499	Dissertation
5	Courses to the value of one unit from the following:	
	ST405	Multivariate Methods (H)
	ST409	Stochastic Processes (H)
	ST411	Generalised Linear Modelling and Survival Analysis (H)
	ST416	Multilevel Modelling (H)
	ST418	Non-linear Dynamics and the Analysis of Real Time Series (H)
	ST421	Developments in Statistical Methods (H)
	ST426	Applied Stochastic Processes (H)
	ST427	Insurance Mathematics (H) (withdrawn 2017/18)
	ST429	Statistical Methods for Risk Management (H)
	ST433	Computational Methods in Finance and Insurance (H)
	ST435	Advanced Probability Theory (H)
	ST439	Stochastics for Derivatives Modelling (H)
	ST440	Recent Developments in Finance and Insurance (H)
	ST441	Introduction to Markov Processes and Their Applications (H)
	ST442	Longitudinal Data Analysis (H) (not available 2017/18)
	ST443	Machine Learning and Data Mining (H)
	ST444	Statistical Computing (H)
	EC484	Econometric Analysis *
	FM402	Financial Risk Analysis (H)
	FM404	Forecasting Financial Time Series (H)
	FM413	Fixed Income Markets (H)
	FM429	Asset Markets A (H)
	FM441	Derivatives (H)
	FM442	Quantitative Methods for Finance and Risk Analysis (H)
	MA407	Algorithms and Computation (H)
	MA415	The Mathematics of the Black and Scholes Theory (H)
	MA416	The Foundations of Interest Rate, Foreign Exchange, and Credit Risk Theory (H)
	MA420	Quantifying Risk Modelling and Alternative Markets (H)
	MY456	Survey Methodology (H)
	MY457	Causal Inference for Observational and Experimental Studies (H)
	Other non-ST course(s), with permission	

Note: The total value of all non-ST courses, including those listed under Paper 5 above, should not exceed one unit.
* Statistics students taking EC484 will be required to register in early September in order to attend the econometrics component of the introductory course EC451. Students must pass an exam taken at the end of the introductory course in order to proceed to EC484.

MSc in Statistics (Research)

Programme code: TMSTRE
Department: Statistics
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of three full units and a dissertation.

Paper	Course number and title	
1	ST425	Statistical Inference: Principles, Methods and Computation
2	ST499	Dissertation
3 & 4	Courses to the value of two full units from the following:	
	ST405	Multivariate Methods (H)
	ST409	Stochastic Processes (H)
	ST411	Generalised Linear Modelling and Survival Analysis (H)
	ST416	Multilevel Modelling (H)
	ST418	Non-linear Dynamics and the Analysis of Real Time Series (H)
	ST421	Developments in Statistical Methods (H)
	ST422	Time Series (H)
	ST426	Applied Stochastic Processes (H)
	ST435	Advanced Probability Theory (H)
	ST442	Longitudinal Data Analysis (H) (not available 2017/18)
	ST443	Machine Learning and Data Mining (H)
	ST444	Statistical Computing (H)
	EC484	Econometric Analysis *
	MA407	Algorithms and Computation (H)
	MY400	Fundamentals of Social Science Research Design (H)
	MY456	Survey Methodology (H)
	MY457	Causal Inference for Observational and Experimental Studies (H)
	SA481	Population Analysis: Methods and Models (H)
	Other courses may be taken with permission, except for: ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.	

Note: The total value of all non-ST courses, including those listed under Papers 3 & 4 above, should not exceed one unit.
* Statistics students taking EC484 will be required to register in early September in order to attend the econometrics component of the introductory course EC451. Students must pass an exam taken at the end of the introductory course in order to proceed to EC484.
This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website lse.ac.uk/collections/statistics.

MSc in Statistics (Social Statistics)

Programme code: TMSTSS
Department: Statistics
This information is for the 2017/18 session.
Academic-year programme. Students must take two compulsory courses and options to the value of 2.5 units as shown below.

Paper	Course number and title	
1	ST425	Statistical Inference: Principles, Methods and

		Computation
2	ST411	Generalised Linear Modelling and Survival Analysis (H)
3	One half-unit from the following:	
	ST405	Multivariate Methods (H)
	ST416	Multilevel Modelling (H)
	ST442	Longitudinal Data Analysis (H) (not available 2017/18)
4	Courses to the value of two units from the following: Courses listed under Paper 3	
	ST421	Developments in Statistical Methods (H)
	ST443	Machine Learning and Data Mining (H)
	ST444	Statistical Computing (H)
	EC484	Econometrics (H)
	GY460	Techniques of Spatial Economic Analysis (H)
	MY456	Survey Methodology (H)
	MY457	Causal Inference for Observational and Experimental Studies (H)
	SA481	Population Analysis: Methods and Models (H)
	Other courses may be taken with permission, except for: ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM. The total value of all non-ST courses, including those listed above, should not exceed one unit.	

The Bologna Process facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Social Statistics) (Research)

Programme code: TMSTSSRE
Department: Statistics
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, options to the value of 1.5 units and a dissertation as shown below.

Paper	**Course number and title**	
1	ST425	Statistical Inference: Principles, Methods and Computation
2	ST411	Generalised Linear Modelling and Survival Analysis (H)
3	One half-unit from the following:	
	ST405	Multivariate Methods (H)
	ST416	Multilevel Modelling (H)
	ST442	Longitudinal Data Analysis (H) (not available 2017/18)
4	Courses to the value of one unit from the following: Courses listed under Paper 3	
	ST421	Developments in Statistical Methods (H)
	ST443	Machine Learning and Data Mining (H)
	ST444	Statistical Computing (H)
	EC484	Econometrics (H)
	GY460	Techniques of Spatial Economic Analysis (H)
	MY456	Survey Methodology (H)
	MY457	Causal Inference for Observational and Experimental Studies (H)
	SA481	Population Analysis: Methods and Models (H)
	Other courses may be taken with permission, except for: ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM. The total value of all non-ST courses, including those listed above, should not exceed one unit.	
5	ST499	Dissertation

MSc in Strategic Communications

Programme Code: TMSTRCOM
Department: Media & Communications
This information is for the 2017/18 session.
Full-year programme. Students must take four compulsory courses, courses to the value of one unit and a dissertation as shown below.

Paper	**Course number and title**	
1	MC408	Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H)
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)
2	MC431	Critical Approaches to Strategic Communications (H)
	MC432	Strategic Communications in Practice: Professional Perspectives (H)
3	Courses to the value of one unit from the following:	
	MC402	The Audience in Media and Communications (H)
	MC404	Political Communication (H)
	MC425	Interpersonal Mediated Communication (H) (not available 2017/18)
	MC429	Humanitarian Communication: vulnerability, discourse and power (H) (not available 2017/18)
	MC434	Digital Platforms and Media Infrastructures: Societal Issues (H)
	MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (H)
	MG4B3	International Marketing: A Strategic Approach (H)
	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (H)
	MG4F3	New Media Marketing: Managing Online and Social Media (H)
	PS404	Organisational Social Psychology (H)
	PS438	Corporate Communications (H)
	PS445	Organisational and Social Decision Marking (H)
	Any other course which is offered in the School at master's level, subject to the consent of the candidate's programme director.	
4	MC499	Dissertation: Media and Communications
Note:	Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses)	

MSc in Theory and History of International Relations

Programme code: TMTHHYIR2
Department: International History
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of four units, including a dissertation as shown.

Paper	**Course number and title**	
1	One course from the following list:	
	HY400	Crisis Decision-Making in War and Peace, 1914-2003
	HY422	Presidents, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-1989
	HY429	Anglo-American Relations from World War to Cold War, 1939-91
	HY435	Political Islam: From Ibn Taymiyya to ISIS
	HY436	Race, Violence and Colonial Rule in Africa
2	Courses to the value of one unit:	
	IR411	Foreign Policy Analysis
	IR412	International Institutions
	IR415	Strategic Aspects of International Relations

	IR416	The EU in the World
	IR418	International Politics: Asia and the Pacific (not available 2017/18)
	IR419	International Relations of the Middle East
	IR449	Conflict and Peacebuilding (H)
	IR455	Economic Diplomacy (H)
	IR431	European Policy-making in a Global Context (H) (not available 2017/18)
	IR462	Introduction to International Political Theory (H)
	IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
	IR464	The Politics of International Law (H)
	IR466	Genocide (H)
	IR481	Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
	IR482	Russia and Eurasia: Foreign and Security Policies (not available 2017/18)
3	One course from the following list:	
	HY411	European Integration in the Twentieth Century
	HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999
	HY434	The Rise and Fall of Communism in Europe 1917-1990
	HY439	War Cultures, 1890-1945 (not available 2017/18)
	HY440	The Emergence of Modern Iran: State, Society and Diplomacy
	HY441	Islam, State and Conflict in Southeast Asia
	HY444	The Cold War in Latin America (not available 2017/18)
	HY448	Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War
	HY459	The Ottoman Empire and its Legacy, 1299-1950
	HY461	East Asia in the Age of Imperialism, 1839-1945
	HY463	The Origins of the Cold War, 1917-1962
	HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict
	HY469	Maps, History and Power: The Spaces and Cultures of the Past (not available 2017/18)
	HY471	European Empires and Global Conflict, 1935-1948
	HY472	China and the External World, 1711-1839
	HY473	The GDR and Communist Parties in Europe 1949-1990
	HY477	Race, Gender and Reproduction in the Caribbean, 1860s-1980s
	HY478	The Origins of the Modern World: Europe, China and India, 1600-1800
	EH451	Latin American Development: Political Economy of Growth (H) (withdrawn 2017/18)
	EH452	Latin American Development and Economic History (H)
	EU426	The West (H) (not available 2017/18)
	EU475	Muslims in Europe (H)
	EU476	Turkey and Europe (H)
	GV479	Nationalism (not available 2017/18)
	IR471	The Situations of the International Criminal Court (H)
	A further course from the Paper 2 selection list	
	A further course from the Paper 1 selection list (subject to approval by the programme director)	
4	HY498	Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations

MSc in Urbanisation and Development

Programme code: TMURDV
Department: Geography & Environment
This information is for the 2017/18 session.
Full-year programme. Students must take courses to the value of four full units.

Paper	Course number and title	
1	GY459	Urban Theory and Policy in the Global South (H)
	GY452	Urban Research Methods (H)
2	Students choose courses up to the value of 1 unit from:	
	DV400	Development: History, Theory and Policy
	DV407	Poverty (H) *
	DV411	Population and Development: An Analytical Approach (H)
	DV418	African Development (H)
	DV420	Complex Emergencies (H)
	DV421	Global Health and Development (H) *
	DV433	The Informal Economy and Development (H) (not available 2017/18)
	DV442	Key Issues in Development Studies (H)
3	Courses up to the value of 1 unit (or 1.5 units if only choosing a half unit from Paper 2) from the following:	
	GY400	The Economics of Urbanisation (H)
	GY421	Gender and Development: Geographical Perspectives (H) (not available 2017/18)
	GY431	Cities, People and Poverty in the South (H)
	GY432	Urban Ethnography (H)
	GY438	Cities and Social Change in East Asia (H)
	GY439	Cities, Politics and Citizenship (H)
	GY441	The Politics of Housing (H)
	GY446	Planning for Sustainable Cities (H) (not available 2017/18)
	GY449	Urban Futures (H)
	GY455	Economic Appraisal and Valuation (H)
	GY464	Race and Space (H) (not available 2017/18)
	GY467	Global Migration and Development (H) (not available 2017/18)
	GY470	Urban Africa (H)
	GY479	Urban Revolutions (H)
	GY480	Remaking China: Geographical aspects of Development and Disparity (H) (not available 2017/18)
	SO480	Urban Inequalities (H)
	Other urban and/or development courses available in the School as approved by the programme director	
4	GY499	Dissertation (on an approved topic)
Notes	* Capped course with priority for International Development students so admission not guaranteed. In exceptional cases it may be possible to make alternative choices for Papers 2 & 3 with the approval of the Programme Director.	

MSc in Women, Peace and Security

Programme code: TMWPS
Department: Gender Studies
This information is for the 2017/18 session.
Full-year programme. Students must take four compulsory courses, options to the value of one unit and a dissertation as shown.

Paper	Course number and title	
1	GI425	Women, Peace and Security (H) **and**
	GI427	Advanced Issues in Women, Peace and Security (H)
2	GI413	Gender and Militarisation (H) **and**
	GI426	Gender and Human Rights (H)
3	Courses to the value of 1.0 unit from the following*:	
	DV428	Managing Humanitarianism (H)
	DV434	Human Security (H) (not available 2017/18)

	DV457	Sexual and Reproductive Health Programm Design, Implementation and Evaluation (H)
	GI409	Gender, Globalisation and Development: An Introduction (H)
	GI411	Gender, Postcoloniality, Development (H)
	GI415	Gender and European Welfare States (H)
	GI420	Globalisation, Gender & Development: Theorising Policy & Practice (H)
	GI422	Sexuality, Gender and Globalisation
	GI423	Globalisation and Sexuality (H)
	GV465	War, Peace & Politics of National Self-Determination (H)
	GV4B8	Contemporary Civil Wars (H) (not available 2017/18)
	GV4C2	Globalisation, Conflict and Post-Conflict Reconstruction (H)
	GV4C7	Warfare and National Identity (H) (not availa 2017/18)
	GV4F9	The Challenges of Governance and Conflict Sub-Saharan Africa (H)
	GV4H9	Armed Groups: Violence, Governance, & Mobilization (H)
	IR449	Conflict and Peacebuilding (H)
	IR452	Empire and Conflict in World Politics (H) (nc available 2017/18)
	IR466	Genocide (H)
	IR471	The Situations of the International Criminal Court (H)
	LL4A8	International Law and the Use of Force (H)
	LL4A9	Law in War (H)
	MC422	Critical Studies in Media and Journalism (H
	SO424	Approaches to Human Rights
	SO457	Political Reconciliation (H) (not available 2017/18)
4	GI499	Dissertation
Notes	* Subject to availability and timetabling constraints.	

Executive Taught Master’s Programme Regulations

Key to Taught Master's Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 17/18) means not available in the 2017/18 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

Executive MSc in Behavioural Science

Programme code: TMBSEX
Department: Psychological and Behavioural Science
For all first and second year students in 2017/18.
16 month, part-time modular programme consisting of three full units of taught courses and one full unit dissertation. Alternative exit points are available to students who are not able to complete the degree. An LSE Diploma is available on the completion of six taught courses and an LSE Certificate on the completion of four taught courses.

Paper	Course number and title	
Year 1		
1	PS468E	Behavioural Science and Policy (H)
2	MG406E	Behavioural Decision Science (H)
3	PS469E	Research Methods for Behavioural Science (H)
4	PS470E	Policy Appraisal and Impact Assessment (H) **or**
	PS472E	Corporate Behaviour and Decision Making (H)
5	PH426E	Philosophy and Public Policy (H)
6	MG407E	Goals and Motivation for Individuals and Teams (H)
Year 2		
7	PS471E	Dissertation in Behavioural Science

Executive MSc in Cities

Programme code: TMCIEX
Department: Sociology
For all first and second year students in 2017/18.
18 month programme. Students must take four compulsory half-unit courses, one optional full-unit course and an Urban Consultancy Project.

Paper	Course number and title	
Year 1		
1	SO4A1	Governing Cities in an Urban Age: Challenges and Opportunities (H)
	SO4A2	Cities and Society: Design and Social Cohesion (H)
2	SO4A3	Cities and the Economy: Urban Economic Development and Finance (H)
	SO4A4	Cities and the Environment: Urban Environmental Transitions (H)
3	***Either***	
	SO4A5	Urban Infrastructure and Strategic Planning
	Or	
	SO4A6	Urban Development and Masterplanning
Year 2		
4	SO4A7	Urban Consultancy Project *

* To progress to the Urban Consultancy Project, students will need to have passed any two of the four half unit compulsory courses.

Executive Global MSc in Management

Programme Code: TMGLMG
Department: Management
These regulations apply to students entering in or after the 2015/16 academic year.
For all first and second year students in 2017/18.
A 17 month programme. Students take eight compulsory half unit courses (four units in total) and two non-assessed courses in Leadership in Practice (MG454) and Foundations of Management 2: Financial Control and Governance (modular) (MG457).

Paper	Course number and title	
Year 1		
1	MG440	Managerial Economics (modular) (H)
2	MG441	Foundations of Management (modular) (H)
3	MG443	Organisational Behaviour (modular) (H)
4	FM475	Financial Management (modular) (H)
5	MG445	Marketing Strategy (modular) (H)
Year 2		
6	MG446	Strategy, Organisation and Innovation (modular) (H)
7	MG447	Foreign Direct Investment and Emerging Markets (modular) (H)
8	MG498	Dissertation/Capstone Project (modular) (H)

Executive Global Masters in Management - Progression Rules
Candidates who attain at least a Pass grade in MG440, MG441 and MG443 will be eligible to proceed into the second year. FM475 and MG445 are not required for progression.
A student who does not meet this criterion must resit all failed/deferred papers in accordance with the resit process detailed below. If, following the resit attempt, a student:
- has attained at least a Pass grade in each of the first year papers, he/she will be eligible to proceed into the second year.
- has attained at least a Pass grade in at least one of the first year papers, he/she will be eligible to proceed into the second year:
  - at the discretion of the Chair of the Sub-Board of Examiners; and
  - subject to ratification by the Graduate School Board of Examiners (GSBE).
- Has failed all of the first year papers, he/she will not be eligible to proceed into the second year, as he/she will no longer be able to successfully complete the programme according to the School's Scheme for the Award of a Taught Master's Degree (four units).

The marks of any student who fails up to two papers over the course of the programme will be subject to the penalty rules stipulated at paragraph 3.2 of the School's Scheme for the Award of a Taught Master's Degree (four units).

Executive Global Masters in Management - Resit Process
A student shall normally be entitled to re-sit any failed courses only (on one occasion).
For first year courses required for progression, where the individual assessment takes the form of an assignment or take home exam, once grades have been ratified, the faculty member responsible for the failed first year course will set the new paper and deadline for re-submission to take place as soon as possible and before the beginning of the second year. Results for resits and any subsequent progression will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course.
The results of first year courses FM475 and MG445 will be formally ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in November. If it is determined that as a result of a fail in one or both of these courses an award cannot be made the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. A candidate resitting these courses cannot graduate until the July Sub-Board and Graduate School Board of Examiners has met to ratify their results.
For second year courses, once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed second year course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be

deemed to have failed the course. Resits for second year courses will result in delayed Graduation.

Executive MSc in Health Economics, Policy and Management

Programme code: TMHEPMEX
Department: Health Policy
For all first and second year students in 2017/18.
Students take four compulsory half unit courses, options to the value of two units, and a dissertation.

Paper	Course number and title	
Year 1		
1	HP4A1E	Financing Health Care (H)
2	HP4A4E	Health Economics (H)
3	HP4A2E	Health Administration and Management (H)
4	HP4A3E	Resource Allocation and Cost-effectiveness Analysis (H)
Year 2		
5	HP4B9E	Dissertation in Heath Economics, Policy and Management (H)
6	Students take optional courses to the value of two full units as follows:	
	December of Year 2:	
	Students select one of the following courses:	
	HP4B1E	Pharmaceutical Economics and Policy (H) ***or***
	HP4B2E	Health Care Quality Management (H)
	Students select one of the following courses:	
	HP4B3E	Measuring Health System Performance (H) ***or***
	HP4B4E	Principles of Evidence-Based Medicine and Clinical Trials (H)
	June of Year 2:	
	Students select one of the following courses:	
	HP4B8E	Health Care Negotiations (H) (not available 2017/18) **or**
	HP4B7E	Advanced Health Economics (H) ***or***
	PS473E	Behavioural Science for Health (H)
	Students select one of the following courses:	
	HP4B5E	Statistical Methods in Health Care Economic Evaluation (H) ***or***
	HP4B6E	Economics of Health and Wellbeing (H) ***or***
	HP4D1E	Introduction to Management in Health Care (H) ***or***
	HP4D2E	Principles of Health Technology Assessment (H)

Executive LLM

Programme Code: TMLL2EX
Department: Law
This information is for the 2017/18 session.
1. The general regulations for MA and MSc Degrees and the Code of Practice for Taught Masters Programmes in the online Calendar apply to the Executive LLM programme except in the event of inconsistency when these regulations for the Executive LLM take priority.
2. In order to obtain the Degree, students must complete eight Executive LLM courses (see list below). Students must complete the requirements as a part-time student over a period of four years, or with the approval of the Programme Director within a period of six years. The minimum period within which the Degree can be completed is three years.
3. Alternative exit points are available to students who are not able to complete the Degree. An LSE Diploma in Legal Studies is available on completion of six courses and a Certificate of Legal Studies on the completion of four courses. There is no minimum period for completion of the alternative exit points of Certificate of Legal Studies or Diploma in Legal Studies.
4. Courses should be chosen from the list below and are subject to availability as not every course will be offered each year. Subject to the availability of teaching staff, it is intended that every course be offered at least once within the four year degree period. No other courses at LSE or elsewhere may be taken as part of the Executive LLM programme.

Intensive Teaching
5. The Executive LLM courses will be taught in short intensive week-long sessions, which will typically be taught in the first half of April, September and December. Each course will provide between 24 and 26 hours of contact teaching time. Teaching will normally run from Monday to Friday. However, in the exceptional event where a course cannot be taught on the set weekday/s (e.g. due to last minute teacher illness), teaching may be extended to the Saturday and Sunday morning of that week. Accordingly, students are expected to book trains or flights for the day before teaching commences and should, where possible, book return trains or flights on the Sunday afternoon or evening following the completion of the course.
6. Where there is student demand we may elect also to offer some courses in two intensive weekends. The two weekends will not be more than four weekends apart. Where courses are offered in the intensive weekend format the same course will also be offered in week-long intensive format at least once every four years.

Payment of Fees
7. All Executive LLM offer holders will be required to pay a Registration Fee within 14 days of receiving their offer of admission. The registration fee is non-refundable. Only on receipt of the registration fee, may students register onto the programme. Registered students are then required to pay a per course tuition fee in advance of their chosen course date, to secure their place. Students will only be permitted to attend a module if payment is received in time. Fee payment deadlines can be found at: lse.ac.uk/intranet/LSEServices/financeDivision/feesAndStudentFinance/Payingfees/Executiveprogrammes.aspx#llm
8. The registration fee is non-refundable. If you withdraw from the course before starting a session or are unable to attend a session for which you have registered, all module fees will be credited to a module in a later session. You must inform the Programme Manager if you are unable to attend a module you are registered for. In exceptional circumstances, at the Director's discretion, the funds paid for that session will be refunded. Changes in fee levels may occur over the course of the programme. The student will remain liable for any difference between the fees chargeable at the later session and the fee credit from the module which the student withdrew from. Module fees are non-refundable, and will not be credited to another session, if you have attended classes but withdraw before the assessment.
9. It is our intent to offer each advertised module at least once during the four year degree period. This may not always be possible due, for example, to teacher illness or resignation. It is possible that a module may need to be cancelled at short notice, such as where the teacher is unavailable or participant numbers are very low. If this happens, students will be given the option of taking another module during the same session or, alternatively, the fees paid towards that module will be held in credit for your next chosen module/session or refunded if preferred. Students will be informed of the withdrawal of a module no later than two weeks prior to the commencement of the module.

Assessment
10. All Executive LLM courses are assessed by either take-home examination or 8,000 word extended essay.
11. To comply with the Department's writing requirement at master's level, all students are required to write one extended essay of 8,000 words as the assessment for one of their courses to obtain the Degree, the Diploma or the Certificate. Students are not permitted to take more than three courses assessed by extended essay to obtain the Degree or the Diploma or more than one course assessed by extended essay to obtain a Certificate.
12. Extended essays must not exceed the set word limit and must be submitted by a set deadline. Students must provide evidence of original work or a capacity for critical analysis. Students will be required, at the time of submission of their work, to sign a

statement on plagiarism. An oral examination may be held if the examiners so determine.
13. The take-home examinations will be set two months after the completion of the intensive teaching. The date of the examination will be provided at the date courses are available for selection. They will be uploaded and submitted electronically.
14. All students are required to write an extended essay of 8,000 words as the assessment for one of their courses to obtain the Degree, the Diploma or the Certificate. Students are not permitted to take more than three courses assessed by extended essay to obtain the Degree or the Diploma or more than one course assessed by extended essay to obtain a Certificate. The extended essay topic will be set by the course teacher. The student may propose essay topics and ideas to the teacher.
15. All students will be required to be online during the examination period in case there is any need to contact them.
16. Students will be able to re-sit a course examination once. A re-sit examination will be set as soon as possible after the student is notified of the failure. At the Programme Director's sole discretion in lieu of a re-sit or deferred examination the student may be required to submit an 8,000 word essay. This can only occur when the student has not already completed the maximum of three 8,000 word essays.
17. Any student who fails an exam twice in the same course will not be able to proceed to complete the Executive LLM programme. Students will not be able to proceed to take further courses if at the first sit and the re-sit examination are both bad fails or if the failure is not a bad fail but the student has failed another course following the re-sit. If such a student has already successfully completed 4 courses or 6 courses prior to such a failure, the student will be awarded a Certificate of Legal Studies or Diploma of Legal Studies.

Registration

18. The maximum period of registration on the programme is six years. Therefore completion of all the degree requirements (or Diploma, Certificate) must be within a six year period.

Course Completion Rate

19. Students will be expected to take one to two courses per year. Any student who fails to take a course for a two year period will be asked to provide reasons for the failure to complete courses. Any student who following such a request either fails to provide a response to the Programme Director or fails to complete a course in the year following the giving of these reasons, may be deregistered from the programme.

Degree Certificate

20. Students who successfully complete the Executive LLM examination requirements may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean taking a minimum of 4 courses within a specialist area. The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

Courses

Corporate and Commercial Law

LL400E European Capital Markets Law (H)
LL415E Fundamentals of International Commercial Arbitration (H)
LL416E Advanced Issues of International Commercial Arbitration (H)
LL417E International Commercial Contracts: General Principles (H)
LL418E Comparative Corporate Governance (H)
LL419E Law of Corporate Finance (H)
LL431E Takeover Regulation in the US and UK (H)
LL432E Mergers, Acquisitions and Restructurings (H)
LL433E State and Market in the EU (H)
LL438E Commercial Remedies (H)
LL439E UK Corporate Law (H)
LL441E Employment Law (H)
LL442E Insolvency Law-Principles, Rescue and Reconstruction Processes (H)
LL443E Corporate Bankruptcy (H)
LL4COE Taxation of Wealth (H)
LL4CPE Tax Avoidance (H)

Financial Law and Regulation

LL400E European Capital Markets Law (H)
LL406E Regulation of Financial Markets I (H)
LL407E Regulation of Financial Markets II (H)
LL410E International Financial Law and Practice I (H)
LL411E International Financial Law and Practice II (H)
LL419E Law of Corporate Finance (H)
LL431E Takeover Regulation in the US and UK (H)
LL434E Regulation: Strategies, Theories and Implementation (H)
LL443E Corporate Bankruptcy (H)
LL4COE Taxation of Wealth (H)
LL4CPE Tax Avoidance (H)

Regulating Innovation, Communication and Technology

LL423E Media Law: Regulating Publication (H)
LL424E Media Law: Regulating Newsgathering (H)
LL425E Competition Law (H)
LL433E State and Market in the EU (H)
LL435E Innovation, Technology and Patent Law (H)
LL440E Digital Rights, Privacy and Security (H)
LL449E Cyberlaw (H)

Human Rights and Constitutional Law

LL403E International Human Rights: Concepts, Law and Practice (H)
LL404E European and UK Human Rights Law (H)
LL408E Comparative Constitutional Law: Institutions (H)
LL409E Comparative Constitutional Law: Rights (H)
LL426E Theory of Human Rights Law (H)
LL427E Constitutional Law and Theory (H)
LL436E Rethinking EU Law (H)
LL448E Terrorism and the Rule of Law (H)

International Law

LL401E Law of Armed Conflict(H)
LL402E Key Issues in Transnational Environmental Law (H)
LL403E International Human Rights: Concepts, Law and Practice (H)
LL412E International Economic Law I (H)
LL413E International Economic Law II (H)
LL420E International Law and Climate Change (H)
LL430E Investment Treaty Law (H)
LL437E International Criminal Law (H)
LL444E International Law and the Use of Force (H)
LL447E International Law: Courts and Tribunals (H)
LL448E Terrorism and the Rule of Law (H)

EU Law

LL400E European Capital Markets Law (H)
LL402E Key Issues in Transnational Environmental Law (H)
LL404E European and UK Human Rights Law (H)
LL425E Competition Law (H)
LL432E Mergers, Acquisitions and Restructurings (H)
LL441E Employment Law (H)
LL433E State and Market in the EU (H)
LL436E Rethinking EU Law (H)

Courses with no Specialism Area

LL405E Dispute Resolution and Advanced Mediation (H)
LL445E Cultural Property and Heritage Law (H)
LL446E Art and Antiquities Law (H)

Executive Master of Public Administration

Programme code: TMMPAEX
For all first and second year students in 2017/18.
The EMPA is a 19 month programme. Students must take courses to the value of eight half units as set out below.

Year 1 and 2 at LSE

Paper	**Course number and title**	
Year 1		
1	GV4G8E	Public Policy in Practice Workshop I (EMPA) (H)
2	GV478E	Political Science and Public Policy (H)
3	EC455E	Empirical Methods for Public Policy (H)
4	GV4G9E	Public Policy in Practice Workshop II (EMPA) (H)
Year 2		

5 EC440E Economic Policy Analysis (H)
6 & 7 Two of the following:
EC410E Public Economics for Public Policy (H)
EC421E Global Market Economics (H)
EC454E Development Economics (H)
GV488E Regulatory Analysis (H)
GV4E4E Fiscal Governance and Budgeting (H)
GV4V8E Policy Paper (H)
8 EC409E Public Policy in Practice Workshop III (EMPA) (H)

An LSE Diploma is available on the completion of six courses and an LSE Certificate on the completion of four courses.
Candidates who attain at least a Pass grade in each of the Year 1 courses GV4G8E, GV478E and EC455E will be eligible to progress to Year 2. The Year 1 course GV4G9E will not count towards progression but the grade will count towards the final degree classification.
Students wishing to defer the submission of one or more assessment components must seek permission according to the Regulations for Taught Masters Degrees prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units GV4G8E, GV478E and EC455E in Year 1.
Students failing one but not more than one of GV4G8E, GV478E and EC455E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Masters Degree. Students failing more than one of GV4G8E, GV478E and EC455E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Master's Degrees.
The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:
(a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
(b) the GSBE approves the Sub-Board's recommendation.

Executive Master of Public Policy

Programme code: TMMPPEX
Department: Institute of Public Affairs
For all first and second year students in 2017/18.
The EMPP is a 19 month programme. Students must take courses to the value of eight half units as set out below.

Year 1 and 2 at LSE

Paper	**Course number and title**	
Year 1		
1	GV4J1E	Public Policy in Practice Workshop I (EMPP) (H)
2	GV478E	Political Science and Public Policy (H)
3	EC455E	Empirical Methods for Public Policy (H)
4	GV4J2E	Public Policy in Practice Workshop II (EMPP) (H)
Year 2		
5	EC440E	Economic Policy Analysis (H)
6	One of the following:	
	EC410E	Public Economics for Public Policy (H)
	EC421E	Global Market Economics (H)
	EC454E	Development Economics (H)
	GV488E	Regulatory Analysis (H)
	GV4E4E	Fiscal Governance and Budgeting (H)
	GV4V8E	Policy Paper (H)
7	EC4J3E	Public Policy in Practice Workshop III (EMPP) (H)
8	EC4H8E / GV4H8E	Executive MPP Capstone Project (H)

An LSE Diploma is available on the completion of six courses and an LSE Certificate on the completion of four courses.
Candidates who attain at least a Pass grade in each of the Year 1 courses GV4J1E, GV478E and EC455E will be eligible to progress to Year 2. The Year 1 course GV4J2E will not count towards progression but the grade will count towards the final degree classification.
Students wishing to defer the submission of one or more assessment components must seek permission according to the Regulations for Taught Masters Degrees prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units GV4J1E, GV478E and EC455E in Year 1.
Students failing one but not more than one of GV4J1E, GV478E and EC455E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of GV4J1E, GV478E and EC455E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Master's Degrees.
The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:
(a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
(b) the GSBE approves the Sub-Board's recommendation.

MSc in Finance (part-time)

Programme code: TMFI
Department: Finance
For all first and second year students in 2017/18.
Academic year programme lasting 21 months part-time (evenings). Students must take two full unit compulsory courses in the first year and four of the half-unit options available in the second year. They must submit a dissertation in one of the optional half-unit courses and take an examination in the other three half-unit courses.

Paper	**Course number and title**	
Year 1		
1	FM422E	Corporate Finance
2	FM423E	Asset Markets
Year 2		
3 & 4	Students should select 4 half unit courses to the value of 2 full units. Students must select at least three courses from the dedicated list of options marked (*)	
	FM405E	Fixed Income Securities and Credit Markets (H) (Dissertation code FM4U5E) *
	FM406E	Topics in Portfolio Management (H) (Dissertation code FM4T6E *
	FM407E	Mergers, Buyouts and Corporate Restructurings (H) (Dissertation code FM4U7E) *
	FM408E	Financial Engineering (H) (Dissertation code FM4T8E) *
	FM409E	Risk management in Financial Markets (H) (Dissertation code FM4U9E) *
	FM412	Quantitative Security Analysis (H) (Dissertation code FM4U4)
	FM414E	Corporate Investment and Financial Policy (H) (Dissertation code FM4T4E) *
	FM447	Global Financial Systems (H) (Dissertation

		code FM4T7)
	FM472	International Finance (H) (Dissertation code FM4T9)
	In exceptional cases it may be possible to take an unlisted optional course with the approval of the Programme Director.	
Notes	You will be required to write a 6,000 word dissertation (replacing the exam) in one of your half unit courses. You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.	

FM404, FM447 and FM472 are taught during the daytime only. To take these courses students must be able to attend teaching during the day.

Supplementary criteria for progression from the first to the second year of the MSc Finance (part-time)

To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the two compulsory courses: FM422E and FM423E. If a candidate fails (but does not 'Bad Fail') one compulsory course, the Board may exceptionally allow progression to the second year. Exceptional progression will be at the sole discretion of the Board. If a candidate fails both of these compulsory courses they will not be allowed to progress to year two. If a candidate has a 'Bad Fail' in one or both courses they will not be allowed to progress to year two.

A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity. The School may consider an application for repeat tuition in any failed courses from a student. Results obtained at re-sit shall bear their normal value.

Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences

Programme code: TMHECSEX
Department: Health Policy
For all first year students in 2017/18.
24 month modular programme. Students take five compulsory half unit courses, options to the value of one and a half units, and a dissertation.

Paper	Course number and title	
Year 1		
1	HP4C1E	Economic Analysis for Health Policy (H)
2	HP4C2E	Quality and Outcomes in Cardiovascular Sciences (H)
3	HP4C3E	Economic Evaluation in Health Care (H)
4	HP4C4E	Systematic Review and Meta-analysis (H)
Year 2		
5	HP4C5E	Using Health Economics to Analyse and Inform Policy and Practice (H)
6	HP4C9E	Dissertation in Health Economics, Outcomes, and Management in Cardiovascular Sciences (H)
7	Students take optional courses to the value of three half units from the following:	
	HP4A1E	Financing Health Care (H)
	HP4A2E	Health Administration and Management (H)
	HP4B3E	Measuring Health System Performance (H)
	HP4D1E	Introduction to Management in Health Care (H)
	HP4D2E	Principles of Health Technology Assessment (H)
	HP4D5E	Research Design for Evaluating Health Programs and Policies (H)
	PS473E	Behavioural Science for Health (H)

Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences

Programme code: TMHECSEX
Department: Health Policy
For all second year students in 2017/18.
24 month modular programme. Students take five compulsory half unit courses, options to the value of one and a half units, and a dissertation.

Paper	Course number and title	
Year 1		
1	HP4C1E	Economic Analysis for Health Policy (H)
2	HP4C2E	Quality and Outcomes in Cardiovascular Sciences (H)
3	HP4C3E	Economic Evaluation in Health Care (H)
4	HP4C4E	Systematic Review and Meta-analysis (H)
Year 2		
5	HP4C6E	Cardiovascular Epidemiology and Prevention (H) ***or***
	HP4C5E	Using Health Economics to Analyse and Inform Policy and Practice (H)
6	HP4C9E	Dissertation in Health Economics, Outcomes, and Management in Cardiovascular Sciences (H)
7	Students take optional courses to the value of three half units from the following:	
	HP4A1E	Financing Health Care (H)
	HP4A2E	Health Administration and Management (H)
	HP4B3E	Measuring Health System Performance (H)
	PS473E	Behavioural Science for Health (H)
	HP4D1E	Introduction to Management in Health Care (H)
	HP4D2E	Principles of Health Technology Assessment (H)
	HP4D5E	Research Design for Evaluating Health Programs and Policies (H)

MSc in International Strategy and Diplomacy

Programme Code: TMISDIP
Department: International Relations
This information is for the 2017/18 session.
(Formerly MSc Diplomacy and International Strategy)
Full-year programme. Students take 2.5 units of compulsory courses and a 1.5 unit dissertation.

Paper	Course number and title	
1	IR442	Diplomacy and Challenges
2	IR443	Strategy in a Changing World
3	IR444	Strategy in Action (H)
4	IR496	Dissertation: MSc International Strategy and Diplomacy (1.5 units)

Taught Master’s Partnership Programme Regulations

Key to Taught Master's Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 17/18) means not available in the 2017/18 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

LSE-Sciences Po Double Degree in Affaires Internationales and *either* International Relations *or* International Political Economy

Year 1 at Sciences Po
Joint IR seminar with the whole group (28 hours)
Political Issues or World Politics (56 hours)
Social Science (including Economics) (56 hours)
Specialisation (140 hours)
Compulsory French/English language class (28 hours)
Second foreign language for all students (28 hours)
Year 2 at LSE Students will enrol in ***either*** the MSc International Relations ***or*** the MSc International Political Economy as follows:

MSc International Relations

Programme code: TMIR2
Department: International Relations
This information is for the 2017/18 session.
Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation.

Paper	Course number and title	
1	IR410	International Politics
2	Courses to the value of one full unit:	
	IR411	Foreign Policy Analysis III
	IR412	International Institutions
	IR415	Strategic Aspects of International Relations
	IR416	The EU in the World
	IR418	International Politics: Asia and the Pacific (not available 2017/18)
	IR419	The International Relations of the Middle East
	IR431	European Union Policy Making in a Global Context (H) (not available 2017/18)
	IR433	The International Politics of EU Enlargement (H)
	IR434	European Defence and Security (H)
	IR439	Diplomacy (H) (not available 2017/18)
	IR445	China and the World
	IR447	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR449	Conflict and Peacebuilding (H)
	IR452	Empire and Conflict in World Politics (H) (not available 2017/18)
	IR453	Global Business in International Relations (H)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (H)
	IR461	Islam in World Politics
	IR462	Introduction to International Political Theory (H)
	IR463	The International Political Theory of Humanitarian Intervention (H) (withdrawn 2017/18)
	IR464	The Politics of International Law (H)
	IR465	The International Politics of Culture and Religion
	IR466	Genocide (H)
	IR471	The Situations of the International Criminal Court (H)
	IR472	Advanced Topics in International Politics (H)
	IR473	China and the Global South (H)
	IR474	Revolutions and World Politics (H)
	IR477	Africa: Governance, Peace, and Security (H)
	IR481	Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
	IR482	Russia and Eurasia: Foreign and Security Policies (not available 2017/18)
3	A further course or courses from Paper 2 to the value of one full unit or a course from another programme approved by the Department.	
4	IR499	Dissertation

MSc International Political Economy

Programme code: TMIPE2
Department: International Relations
This information is for the 2017/18 session.
Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 units and a dissertation as shown.

Paper	Course number and title	
1	IR470	International Political Economy (H)
2	Courses to the value of 1.0 full unit from the following:	
	IR447	Political Economy of International Labour Migration (H) (not available 2017/18)
	IR453	Global Business in International Relations (H)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (H)
	IR455	Economic Diplomacy (H)
	IR467	Global Environmental Politics (H)
	IR468	The Political Economy of International Trade (H)
	IR469	Politics of Money in the World Economy (H)
3	Additional courses to the value of 1.5 units from paper 2 or from another programme approved by the Programme Director.	
4	IR499	Dissertation

LSE-Sciences Po Double Degree in European Studies

Year 1 at Sciences Po
Students study for the Masters en Affaires Européennes at Sciences Po.
Year 2 at LSE
Students will enrol on ***either*** the MSc in Political Economy of Europe, ***or*** MSc in Global Europe: Culture and Conflict ***or*** MSc in EU Politics as follows.

MSc in Political Economy of Europe

Programme code: TMPOECEU2
Department: European Institute
This information is for the 2017/18 session.
Full-year programme. Students must take one compulsory course, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 Engaging with Europe: Professional Skills, in preparation for the dissertation. Students without some background in economics are strongly encouraged to take EU409 Basic Economic Concepts for European Political Economy as an additional course to support their studies.

Paper	Course number and title	
1	EU452	Political Economy of Europe
2	Two of the following half unit courses:	
	Political Economy in action	
	EU425	Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
	EU443	European Models of Capitalism (H)
	EU446	The Political Economy of European Monetary Integration (H)
	EU449	Emerging Markets, Political Transition and

Economic Development in Central and Eastern Europe (H) (not available 2017/18)
EU453 The Political Economy of European Welfare States (H)
EU455 Concepts in Political Economy (H)
EU477 Labour Markets and the Political Economy of Employment in Europe (H)

3 Courses to the value of one full unit from the following:
Institutions, Politics and Policies of the EU:
EU420 European Union Law and Government (H)
EU421 Policy-Making in the European Union (H)
EU430 Europeanization: The Comparative Politics of Domestic Change (H) (not available 2017/18)
EU431 European Integration from a Global Perspective (H) (not available 2017/18)
EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
EU464 International Migration: EU Policies and Politics (H)
EU478 The Culture of European Politics (H)
EU479 EU Policy-Making and International Cooperation (H)
GV4J4 Citizen Representation and Democracy in the European Union (H)
SA4F7 The Economics of European Social Policy (H)
SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
European Identity and Ideas:
EU424 The Idea of Europe (H) (withdrawn 2017/18)
EU426 The West (H) (not available 2017/18)
EU432 The Philosophy of Europe (H)
EU437 Europe Beyond Modernity (H)
EU447 Democracy, Ideology and the European State (H)
EU474 Contested Ideas in EU Law and Government (H) (not available 2017/18)
GV4A5 International Migration and Immigration Management (H)
Regional courses:
EU434 The Political Economy of Southeast Europe (H) (not available 2017/18)
EU440 The Balkans in Europe: Transition, Democratisation, Integration (H)
EU476 Turkey and Europe (H)
Courses from 2 above not already taken
*A half unit from another MSc programme

4 EU499 Dissertation

Notes *A half unit from another MSc programme (only to be taken with the permission of the teacher responsible and the Programme Director. Admission will depend on the student having the necessary background and on the availability of space)

MSc in Global Europe: Culture and Conflict

Programme code: TMGLEU2
Department: European Institute
New programme 2017/18 which replaces MSc in European Studies: Ideas, Ideologies and Identities (last intake 2016/17)
This information is for the 2017/18 session.
Full-year programme. Students must take two compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 Engaging with Europe: Professional Skills, in preparation for the dissertation.

Paper Course number and title

1 EU457 Culture and Security in Global Politics (H)
EU478 The Culture of European Politics (H)

2 Courses to the value of one unit from the following:
EU426 The West (H) (not available 2017/18)
EU430 Europeanization: Comparative Politics of Change (H) (not available 2017/18)
EU431 European Integration from a Global Perspective (H) (not available 2017/18)
EU432 Philosophy of Europe (H)
EU437 Europe Beyond Modernity (H)
EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
EU440 The Balkans in Europe: Transition, Democratisation, Integration (H)
EU447 Democracy, Ideology and the European State (H)
EU458 Public Policy and Cultural Narratives in a Global Europe (H)
EU460 European Politics and Society beyond the Nation State (H) (withdrawn 2017/18)
EU464 International Migration: EU Policies and Politics (H)
EU474 Contested Ideas in EU Law and Government (H) (not available 2017/18)
EU475 Muslims in Europe (H)
EU476 Turkey in Europe (H)
EU479 EU Policy-Making and International Cooperation (H)
EU480 Policy-Making in Europe: System Challenges (H)
EU481 The Future: Political Responses to a Challenge (H) (not available 2017/18)
EU484 Europe's Role in Global Migration Governance (H)

3 Courses to the value of one unit from the following:
GI421 Sexuality, Gender and Culture (H)
GI422 Sexuality, Gender and Globalisation (H)
GV4B9 The Second Europe (H)
GV479 Nationalism (H) (not available 2017/18)
GV498 Multiculturalism (not available 2017/18)
IR452 Empire and Conflict in World Politics (not available 2017/18)
IR461 Islam in World Politics
IR465 The International Politics of Culture and Religion
IR481 Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
SO479 Human Rights and Postcolonial Theory (H)
A course not taken under Paper 2

4 EU499 Dissertation

MSc in EU Politics

Programme code: TMEUPOL2
Department: European Institute
This information is for the 2017/18 session.
Students must take courses to the value of three units and a dissertation as shown. Additionally, all students must take EU465 Research Methods and Design in EU Politics, and if their timetable allows, EU450 Engaging with Europe: Professional Skills, in preparation for the dissertation.

Paper Course number and title
Part I: Foundation

1 Students must choose two out of the following three courses:
EU421 Policy-Making in the European Union (H) (cannot be taken with IR431 - not available 2017/18)
EU435 History and Theory of European Integration (H)
IR416 The EU in the World

Part II: Optional courses

2 & 3 Any courses which in combination with the foundation courses bring the total list of courses to the value of three units. If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Only one specialism is permitted. Courses from the heading 'Methods' cannot

result in a specialism.

Policy Making and Public Policy in the European Union

EU440 EU440 The Balkans in Europe: Transition, Democratisation, Integration (H)
EU446 The Political Economy of European Monetary Integration (H)
EU464 International Migration: EU Policies and Politics (H)
EU473 Informal Governance (H) (not available 2017/18)
EU479 EU Policy-Making and International Cooperation (H)
EU480 Policy-Making in Europe: System Challenges (H)
GV477 Comparative Public Policy Change (H)
GV4A5 International Migration and Immigration Management (H)
GV4C6 Legislative Politics: European Parliament (H) (not available 2017/18)
SA4F7 The Economics of European Social Policy (H)
SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)

Integration and Forms of Governance in the European Union

EU420 European Union Law and Government (H)
EU430 Europeanisation: The Comparative Politics of Domestic Change (H) (not available 2017/18)
EU431 European Integration from a Global Perspective (H) (not available 2017/18)
EU464 International Migration: EU Policies and Politics (H)
EU473 Informal Governance (H) (not available 2017/18)
EU474 Contested Ideas in EU Law and Government (H) (not available 2017/18)
GV403 Network Regulation (H) †
HY411 European Integration in the Twentieth Century

Democracy and Representation in the European Union

EU425 Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
EU460 European Society and Politics beyond the Nation State (H) (withdrawn 2017/18)
EU475 Muslims in Europe (H)
GV450 European Politics: Comparative Analysis (H)
GV454 Parties, Elections and Governments (H) (not available 2017/18)
GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H)
GV4C6 Legislative Politics: European Parliament (H) (not available 2017/18)
GV4D4 The Politics of Inequality and Redistribution (H)
GV4E8 Conflict and Institutional Design in Divided Societies (H)
GV4J4 Citizen Representation and Democracy in the European Union (H)
HY411 European Integration in the Twentieth Century

State and Economy within the European Union

EU425 Interest Representation and Economic Policy-Making in Europe (H) (not available 2017/18)
EU434 The Political Economy of Southeast Europe (H) (not available 2017/18)
EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
EU446 The Political Economy of European Monetary Integration (H)
EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (H) † (not available 2017/18)
EU453 The Political Economy of European Welfare States (H) †
EU477 Labour Markets and the Political Economy of Employment in Europe (H)
EU480 Policy-Making in Europe: System Challenges (H)
GV4C5 Politics of Economic Policy (H)
GV4D4 The Politics of Inequality and Redistribution (H)
SA4L1 The Governance of Welfare: The Nation State and the European Union (H)

Ideas of Europe

EU424 The Idea of Europe (H) (withdrawn 2017/18)
EU426 The West (H) (not available 2017/18)
EU432 The Philosophy of Europe (H)
EU437 Europe Beyond Modernity (H)
EU460 European Society and Politics beyond the Nation State (H) (withdrawn 2017/18)
EU463 European Human Rights Law (H)
EU475 Muslims in Europe (H)
EU478 The Culture of European Politics (H)
GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H)

Regional and Domestic Politics in Europe

EU434 The Political Economy of Southeast Europe (not available 2017/18)
EU440 The Balkans in Europe: Transition, Democratisation, Integration (H)
EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (H) † (not available 2017/18)
EU476 Turkey and Europe (H)
GV439 Government and Politics in Central and Eastern Europe (H)
GV450 European Politics: Comparative Analysis (H)
GV4B9 The Second Europe (H)
LL4Z5 EU State Aid Law (H)

The International Relations of Europe

EU431 European Integration from a Global Perspective (H) (not available 2017/18)
EU440 EU440 The Balkans in Europe: Transition, Democratisation, Integration (H)
EU457 Culture and Security in Global Politics (H)
EU464 International Migration: EU Policies and Politics (H)
EU476 Turkey and Europe (H)
IR411 Foreign Policy Analysis III
IR412 International Institutions
IR431 EU Policy-Making in a Global Context (H) (cannot be taken with EU421) (not available 2017/18)
IR433 The International Politics of EU Enlargement (H)
IR434 European Defence and Security (H)
IR481 Europe, the US and Arab-Israeli Relations (H) (not available 2017/18)
IR482 Russia and Eurasia: Foreign and Security Policies (not available 2017/18)

Methods

MY451M ***or*** MY451L Introduction to Quantitative Analysis (H)
MY452M **or** MY452L Applied Regression Analysis (H)

Part III: Dissertation

4 EU498 Dissertation

Notes † Students who wish to take this course must seek approval from the convenor of the course.

LSE-PKU Double Degree in MSc International Affairs

Programme code: TMINAF
Department: International History
For all first and second year students in 2017/18.
Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows:

Paper	Course number and title
1	HY400 Crisis Decision-Making in War and Peace, 1914-2003
2	Course(s) to the value of one full unit from the list below
	IR411 Foreign Policy Analysis III
	IR412 International Institutions

IR415 Strategic Aspects of International Relations
IR416 The EU in the World
IR418 International Politics: Asia and the Pacific (not available 2017/18)
IR419 International Relations of the Middle East
IR431 European Union Policy Making in a Global Context (H) (not available 2017/18)
IR433 The International Politics of EU Enlargement (H)
IR434 European Defence and Security (H)
IR439 Diplomacy (H) (not available 2017/18)
IR447 Political Economy of International Labour Migration (H) (not available 2017/18)
IR455 Economic Diplomacy (H)
IR467 Global Environmental Politics (H)
IR468 The Political Economy of Trade (H)
IR469 Politics of Money in the World Economy (H)‡

3 Course(s) to the value of one full unit from the list below, not already taken under Paper 2:
IR411 Foreign Policy Analysis III
IR412 International Institutions
IR415 Strategic Aspects of International Relations
IR416 The EU in the World
IR418 International Politics: Asia and the Pacific
IR419 International Relations of the Middle East
IR431 European Union Policy Making in a Global Context (H) (not available 2017/18)
IR433 The International Politics of EU Enlargement (H)
IR434 European Defence and Security (H)
IR447 Political Economy of International Labour Migration (H) (not available 2017/18)
IR455 Economic Diplomacy (H)
IR467 Global Environmental Politics (H)
IR468 The Political Economy of Trade (H)
IR469 Politics of Money in the World Economy (H)‡
GV479 Nationalism (not available 2017/18)
HY411 European Integration in the Twentieth Century
HY422 President, Public Opinion and Foreign Policy: from Roosevelt to Reagan 1933-89
HY423 Empire, Colonialism and Globalization
HY429 Anglo-American Relations from World War to Cold War, 1939-91
HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999
HY434 The Rise and Fall of Communism in Europe, 1917-1990
HY435 Political Islam: From Ibn Taymiyya to ISIS
HY436 Race, Violence and Colonial Rule in Africa
HY439 War Cultures, 1890-1945 (not available 2017/18)
HY440 The Emergence of Modern Iran: State, Society and Diplomacy
HY441 Islam, State and Conflict in Southeast Asia
HY444 The Cold War in Latin America (not available 2017/18)
HY448 Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War
HY459 The Ottoman Empire and its Legacy, 1299-1950
HY461 East Asia in the Age of Imperialism, 1839-1945
HY463 The Origins of the Cold War, 1917-1962
HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict
HY469 Maps, History and Power: The Spaces and Cultures of the Past (not available 2017/18)
HY471 European Empires and Global Conflict, 1935-1948
HY472 China and the External World, 1711-1839
HY473 The GDR and Communist Parties in Europe 1949-1990
HY477 Race, Gender and Reproduction in the Caribbean, 1860s-1980s
HY478 The Origins of the Modern World: Europe, China and India, 1600-1800

4 HY498 Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations

Notes ‡ With permission of the course teacher.

LSE-Columbia University Double MA Degree in International and World History

Programme code: TMINWOHY
Department: International History
For all first and second year students in 2017/18.
Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows: Optional courses to the value of three full units, a dissertation and a language course as shown:

Paper **Course number and title**

1 HY458 LSE-Columbia University Double Degree Dissertation

2, 3, & 4 Courses to the value of three full units from the following:

International History:
HY400 Crisis Decision-Making in War and Peace, 1914-2003
HY411 European Integration in the Twentieth Century
HY422 Presidents, Public Opinion, and Foreign Policy: From Roosevelt to Reagan, 1933-1989
HY423 Empire, Colonialism and Globalisation
HY424 The Napoleonic Empire: The Making of Modern Europe?
HY429 Anglo-American Relations from World War to Cold War, 1939-91
HY432 From Cold Warriors to Peacemakers: The End of the Cold War Era, 1979-1999
HY434 The Rise and Fall of Communism in Europe, 1917-1990
HY435 Political Islam: From Ibn Taymiyya to ISIS
HY436 Race, Violence and Colonial Rule in Africa
HY439 War Cultures, 1890-1945 (not available 2017/18)
HY440 The Emergence of Modern Iran: State, Society and Diplomacy
HY441 Islam, State and Conflict in Southeast Asia
HY444 The Cold War in Latin America (not available 2017/18)
HY448 Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War
HY459 The Ottoman Empire and its Legacy, 1299-1950
HY461 East Asia in the Age of Imperialism, 1839-1945
HY463 The Origins of the Cold War, 1917-1962
HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict
HY469 Maps, History and Power: The Spaces and Cultures of the Past (not available 2017/18)
HY471 European Empires and Global Conflict, 1935-1948
HY472 China and the External World, 1711-1839
HY473 The GDR and Communist Parties in Europe 1949-1990
HY477 Race, Gender and Reproduction in the Caribbean, 1860s-1980s
HY478 The Origins of the Modern World: Europe, China and India, 1600-1800

Economic History:
EH404 India and the World Economy (H)
EH408 International Migration, 1500-2000: from Slavery to Asylum (H)
EH413 African Economic Development in Historical Perspective (H) (not available 2017/18)
EH428 History of Economics: Making Political Economy into a Social Science (H)
EH429 History of Economics: Ideas, Policy and

Performativity (H)
EH451 Latin American Development: Political Economy of Growth (H) (withdrawn 2017/18)
EH452 Latin American Development and Economic History (H)
EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H)
Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree.One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

5 **Compulsory Language Requirement** Students can fulfil the language requirement of the dual Master's degree in three different ways:
1) By taking two years of language training while at Columbia and the London School of Economics.
2) By taking, and passing, two translation exams. (Both translation exams must be taken at Columbia. See sample translation exams on the CU History Department website).
3) By taking, and passing, one translation exam and studying a language for one year, either at Columbia or at the LSE Language Centre.

MSc in Global Media and Communications (with Fudan, USC or UCT)

Programme codes: TMGLMECO (LSE & USC)
TMGLMECO2 (LSE & Fudan)
TMGLMECO3 (LSE & UCT)
Department: Media and Communications
For all first and second year students in 2017/18.
Full-time programme taken over two calendar years. Students must take courses at LSE as shown below and follow either the programme at Fudan or USC or UCT in Year 2.

Year 1 at LSE
Students take a total of three LSE units and a dissertation as shown

Paper **Course number and title**

1 MC408 Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)

2 MC411 Media and Globalisation (H)

3 Courses to the value of 1.5 units from the following:
DV429 Global Civil Society (H)
GI422 Sexuality, Gender and Globalisation
MC405 Policy and Practice in ICTs and Development (H)
MC407 International Media and The Global South (H)
MC416 Representation in the Age of Globalisation (H)
MC420 Identity, Transnationalism and the Media (H) (not available 2017/18)
MC423 Global Media Industries (H)
MC426 Film Theory and World Cinema (H)
MC428 Media Culture and Neoliberalism in the Global South (H)
MC429 Humanitarian Communication: vulnerability, discourse and power (H) (not available 2017/18)
MC433 Technology and Justice (H)
MC435 Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (H)
Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director.

6 MC499 Dissertation (10,000-12,000 words)**

Note: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses)

Year 2 at Fudan

7 Core and optional courses in Chinese language, culture and media, including:
Chinese Language and Culture
Applied Communication Issues and Contexts
Chinese Journalism History, Theory and Practice
China's media and politics in the context of globalization
Communicating in China: The Media and PR Perspectives
Chinese Indie Films across the Century and Metamorphic Micro Cinema
New Media and Society Theoretical Advances and Chinese Context
Strategic Communication in China
Applied Media Management

Year 2 at USC. Students take a total of 24 USC units.

8 COMM 598 Global Communication Research Practicum (4 USC units)
20 USC units (normally total of 5 courses; all Communication courses 4 units each):
500 Managing Communication (4, Sp/Sm)
501 Communication Management Pro-Seminar (4, Fa/Sp)
502 Strategic Corporate Communication (4, Sp)
504x Seminar in Interpersonal Communication (4, Fa, even years)
505 Communication in Work Settings (4, Fa)
506 Images and Image Management (4, Sp)
507 Information Management (4, Fa)
508x Power, Politics and Conflict in Communication (4, 2 years, Sp)
509x Seminar in Classical Rhetorical Theory (4, Fa)
510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)
511x Seminar in Contemporary Rhetorical Theory (4, Sp)
512x Seminar in Rhetorical Criticism (4, Fa)
513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)
514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)
515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)
516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)
517x Seminar in Rhetorical Theory and Culture (4, Sp)
518x American Public Address (4, Sp, odd years)
519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)
520 Social Roles of Communication Media (4, Fa/Sp)
521x Seminar in Argumentation (4, 2 years, Sp)
522x Seminar in Kenneth Burke's Dramatistic Theory (4)
524x Seminar in Small Group Process (4, Sp, even years)
528 Web Designs for Organizations (4, Fa/Sp)
530 Social Dynamics of Communication Technologies (4, Sp/Sm)
531 Communication and the International Economy (4, Fa)
532 Development of American Media Industry (4, Fa)
533 Emerging Communication Technologies (4, Fa/Sp)
534 The Culture of New Technologies (4, Fa/Sp)
535 Virtual Groups and Organizations (4, Fa/Sp)
540 Uses of Communication Research (4, Fa/Sp)
541 Integrated Communication Strategies (4, Sp)
542 Business Strategies of Communication and Entertainment Firms (4, Sp)
543 Managing Communication in the Entertainment Industry (4, Fa)
544 The Arts and New Media (4, Fa)
545 Communication and Global Competition (4, Sp)

546 Seminar in Diffusion Theory and Research (4, 2 years, Sp)
547 Distribution of Recordings: Media, Retail and Online Channels (4, Sp)
548 Issues in Children's Media (4, Sp)
553 Political Economy of Global Telecommunications and Information (4, Sp)
557 Communication Policy in the Global Marketplace (4, Fa)
558 The International Entertainment Marketplace (4, Fa)
559 Globalization, Communication and Society (4, Fa)
560 Communications Policy (4, Fa/Sm)
562x Cognitive Approaches to Communication (4, 2 years, Fa)
565 Communication Law and Broadcasting (4, Fa/Sp)
566 Communication Law and New Technologies (4, Sp)
567 Internet Policy, Practice and Regulation (4, Fa/Sp)
570 Economics of the Communication Industries (4, Fa)
571 Communications Technologies (4, Fa/Sp)
572 Telephone, Data, and Video Telecommunication Systems (4, Sp)
573 Evaluating Communication Needs (4, Sp)
574 Tele-Media: A Strategic and Critical Analysis (4, FaSp)
575 Advocacy and Social Change in Entertainment and the Media (4, Fa)
576 Communication Strategies for Conflict Management (4, Sm)
580 Media and Politics (4, Fa/Sp)
581 Media in Social Services: Design and Evaluation of Campaigns (4, Fa)
582 International Communication: National Development (4, Sm)
583 Global Entertainment Education Programs (4, Sp)
584 Seminar: Interpreting Popular Culture (4, Fa)
585x Organizational Communication (4, 2 years, Sp)
587 Audience Analysis (4, Fa)
605 Advanced Macro Theories of Communication I (4, 2 years, Sp)
610 Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)
618 Mass Media Effects (4, Fa)
620 Studies in Communication Theory (2-4, max 8, Fa/Sp)
625 Theory Construction in Communication (4, Sm)
629 Global Culture (4, Fa)
630 Communication Technology and Social Change (4, Sp)
631x Minds and Media (4, Sp)
635 Economics of Information (4, Sp)
636 Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)
637 Current Readings in Organizational Communication (4, 2 years, Sp)
638 Global, International and Intercultural Communication in Organizations (4, 2 years, Fa)
640 Communication and Organizational Change (4, Fa)
645 Communication Networks (4, 2 years, Sp)
646 Negotiating Boundaries in Environmental Research (2)
647x Seminar on the Network Society (4, Fa)
599 Special Topics (various special one-time course offerings

In addition to coursework offered at the Annenberg School of Communication, students may take up to a maximum of 4 units of graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement, subject to the consent of the candidate's USC adviser.

Year 2 at UCT

9 Students are required to complete a minor dissertation research project or creative production, two compulsory taught courses and two elective taught courses of which no more than one can be at HEQF Level 8 (4000 level).

Compulsory courses

FAM4011F/S Media Internship (HEQF Credits 24, HEQF Level 8)
FAM5013F Advanced Media Methodology (HEQF Credits 24, HEQF Level 9)
FAM5006W Master's Media Research Project **Or**
FAM5012W Master's Media Creative Production (HEQF Credits 96, HEQF Level 9)

Elective courses

Students select one F elective and one S elective course from the list below. Not all electives may be offered every year and only one elective may be on HEQF Level 8 (4000 level) §:
AM4007F Narrative Literary Journalism
FAM4010F Media Markets and Media Strategy
FAM4013F Political Communication
FAM4017F Advanced Television Analysis
FAM4032F Understanding Public Argumentation
FAM4033F Screenwriting
FAM5039F Approaches to African Cinema
FAM4004S Avant-Garde Film
FAM4014S Political Journalism
FAM4015S Environmental Documentary
FAM4016S Wildlife Documentary
FAM4031S South African Public Rhetoric
FAM4034S Forms and Theories of Adaptation
FAM5011S Media and the Public Domain
FAM5016S Creative Non-Fiction
FAM5036S Rhetoric of SA Social Memory
FAM5038S Mobile Media and Communications
FAM5040S Conceptualising SA Cinema

Notes * Courses are subject to availability and the permission of the course lecturer.
** Passing this course is a requirement for passing the programme.
(Fa) means Fall semester
(Sp) means Spring semester
(Sm) means Summer semester
§ One of the two elective courses may be taken in another cognate UCT department such as the Centre for African Studies, Historical Studies, Political Studies, or Anthropology.

MA in Global Studies: A European Perspective

Two-year programme. Students attend LSE for either their first or second year and also attend, for a year, one of the following participating institutions: Leipzig, Roskilde, Vienna or Wroclaw. During their year at LSE students will be required to take the MSc in Global History (Erasmus Mundus) based in the Department of Economic History. This programme is only available to students on the MA in Global Studies: A European Perspective.

MSc in Global History (Erasmus Mundus)

Programme code: TMGLHY2
Department: Economic History
This information is for the 2017/18 session.

Full-year programme. Students must take compulsory courses to the value of 2.5 units, a dissertation and optional courses. Students taking year one of the programme at LSE will need to complete EH479 (6,000 word dissertation) and take one unit of options; students taking year two at LSE will complete EH480 (10,000 word dissertation) and 0.5 units of options.

Paper	Course number and title	
1	EH481	Economic Change in Global History: Approaches and Analysis (H)
2 & 3	Two of the following:	
	EH482	Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries
	EH483	The Development and Integration of the World Economy in the 19th and 20th centuries
	HY423	Empire, Colonialism and Globalization

4 **Either**
EH479 Dissertation: Global History (H) ***and*** courses to the value of one full unit from the following (if not already taken under Paper 2)
Or
EH480 Dissertation: MSc Global History ***and*** courses to the value of 0.5 units from the following (if not already taken under Paper 2):
EH402 Research Design and Quantitative Methods in Economic History (H)
EH404 India and the World Economy (H)
EH408 International Migration, 1500-2000: From Slavery to Asylum (H)
EH409 Chinese Economy in Transition: 1850-1950 (H) (not available 2017/18)
EH413 African Economic Development in Historical Perspective (H) (not available 2017/18)
EH421 Economic History of Colonialism (H)
EH422 Topics in Quantitative Economic History
EH423 Japan and Korea as Developing Economics (H)
EH426 Quantitative Topics in Economic History I: Cross-section and Panel Data (H) **
EH427 Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H) **
EH428 History of Economics: Making Political Economy into a Social Science (H)
EH429 History of Economics: Ideas, Policy and Performativity (H)
EH446 Economic Development of East and Southeast Asia (not available 2017/18)
EH451 Latin American Development: Political Economy of Growth (H) (withdrawn 2017/18)
EH452 Latin American Development and Economic History (H)
EH454 Human Health in History
EH463 The Long-Run Analysis of Firms and Industries (H)
EH464 The Historical Context of Business (H)
EH476 The Economic History of War (not available 2017/18)
EH482 Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries
EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries
EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H)

Notes ** These courses cannot be combined with EH422

LSE-PKU Double Degree in Public Administration and Government

Programme code: TMPAGV
Department: Government
For all first and second year students in 2017/18.

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows:
Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered.

Paper **Course number and title**

1 GV4E9 Approaches and Issues in Public Policy and Administration
2 **Either**
GV477 Comparative Public Policy Change (H)
or
GV483 Public Management Theory and Doctrine (H)
or
GV4F4 Policy Advice in Theory and Practice (H)
3 Courses to the value of one unit from the following:
Public Management:
AC412 Accountability, Organisations and Risk Management (H)
DV413 Environmental Problems and Development Interventions (H)
DV415 Global Environmental Governance (H)
GV483 Public Management Theory and Doctrine (H)
GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H)
GV4C8 Game Theory for Political Science (H)
GV4E4 Public Budgeting and Financial Management (withdrawn 2017/18)
LL4AT Regulation: Strategies and Enforcement (H)
LL4AU Regulation: Legal and Political Aspects (H)
MG402 Public Management: A Strategic Approach (H)
PH415 Philosophy and Public Policy (H)
Comparative Public Policy and Administration:
EU421 Policy-Making in the European Union (H)
EU443 European Models of Capitalism (H)
GV403 Network Regulation (H)
GV441 States and Markets (H)
GV477 Comparative Public Policy Change (H)
GV4A5 International Migration and Immigration Management (H)
GV4C4 Legislative Politics: US (H) (L) * (not available 2017/18)
GV4C5 Politics of Economic Policy (H) (M)
GV4C6 Legislative Politics: European Parliament (H) * (not available 2017/18)
GV4C8 Game Theory for Political Science (H)
GV4D4 The Politics of Inequality and Redistribution (H)
SA4F8 Behavioural Public Policy (H)
SA4L1 The Governance of Welfare: The Nation State and the European Union (H)
SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
Another course with the permission of the programme convenor.
4 **Either**
MY451 Introduction to Quantitative Analysis (H) **or**
MY452 Applied Regression Analysis (H)
5 GV499 Dissertation

Notes * Students must not take both GV4C4 (not available 2017/18) and GV4C6 (not available 2017/18).

LSE-Sciences Po Double Degree in Urban Policy

Programme code: TMURPO
Department: Geography & Environment
This information is for the 2017/18 session.

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for ***either*** the MSc Local Economic Development; ***or*** MSc Regional and Urban Planning Studies; ***or*** MSc Urbanisation and Development as follows:

MSc Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Paper **Course number and title**

1 GY404 Topics in Local Economic Development (H)
GY410 The Economics of Local and Regional Development (H)
2 GY407 Globalisation, Regional Development and Policy
3 Courses to the value of 1.0 unit from the following list:
EU434 The Political Economy of Southeast Europe (H) (not available 2017/18)

EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
EU477 Labour Markets and the Political Economy of Employment in Europe (H)
GY400 The Economics of Urbanisation (H)
GY420 Environmental Regulation: Implementing Policy
GY428 Applied Quantitative Methods (H)
GY431 Cities, People and Poverty in the South (H)
GY438 Cities and Social Change in East Asia (H)
GY447 The Economics of Regional and Urban Planning (H)
GY449 Urban Futures (H)
GY455 Economic Appraisal and Valuation (H)
GY460 Techniques of Spatial Economic Analysis (H)
GY465 Concepts in Environmental Regulation (H)
GY470 Urban Africa (H)
GY475 Issues in Environmental Governance (H)
GY480 Remaking China: Geographical aspects of Development and Disparity (H) (not available 2017/18)
MY452M **or** MY452L Applied Regression Analysis (H)
A relevant course from another programme as approved by the Programme Director
4 GY499 Dissertation

MSc Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research.

Paper Course number and title
1 GY447 The Economics of Regional and Urban Planning (H)
2 GY448 Social and Political Aspects of Regional and Urban Planning (H)
3 GY454 Urban Policy and Planning (H)
4 Courses to the value of one and a half units:
GI407 Globalisation, Gender and Development †
GI409 Gender, Globalisation and Development: An Introduction (H) †
GI420 Globalisation, Gender and Development: Theorising Policy and Practice (H) †
GY400 The Economics of Urbanisation (H)
GY403 Contemporary Debates in Human Geography (H)
GY409 Gender, Globalisation and Development (H)
GY410 Economics of Local and Regional Development (H)
GY413 Regional Development and Policy (H)
GY415 Local Capacity and Economic Development Policy (H) (not available 2017/18)
GY421 Gender and Development: Geographical Perspectives (H) (not available 2017/18)
GY431 Cities, People and Poverty in the South (H)
GY432 Urban Ethnography (H)
GY438 Cities and Social Change in East Asia (H)
GY439 Cities, Politics and Citizenship (H)
GY441 The Politics of Housing (H)
GY446 Planning for Sustainable Cities (H) (not available 2017/18)
GY449 Urban Futures (H)
GY455 Economic Appraisal and Valuation (H)
GY460 Techniques of Spatial Economic Analysis
GY462 Real Estate Finance (H)
GY464 Race and Space (H) (not available 2017/18)
GY465 Concepts in Environmental Regulation (H)
GY467 Global Migration and Development (H) (not available 2017/18)
GY470 Urban Africa (H)
GY479 Urban Revolutions (H)
GY480 Remaking China: Geographical aspects of Development and Disparity (H) (not available 2017/18)
SA4F9 Housing, Neighbourhoods and Communities (H)
SO465 City-Making: the Politics of Urban Form (H)
SO480 Urban Inequalities (H)
A half-unit course from another programme at the discretion of the Programme Director §
5 GY450 Planning Practice and Research (non-assessed but compulsory)
6 GY499 Dissertation

Notes †GI407 cannot be taken alongside GI409 or GI420
§ means by special permission only.
This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies).

MSc Urbanisation and Development

Full-year programme. Students must take courses to the value of four full units.

Paper Course number and title
1 GY459 Urban Theory and Policy in the Global South (H)
GY452 Urban Research Methods (H)
2 Students choose courses to the value of 1 unit from:
DV400 Development: History, Theory and Policy
DV407 Poverty (H)*
DV411 Population and Development: An Analytical Approach (H)
DV418 African Development (H)
DV420 Complex Emergencies (H)
DV421 Emerging Health Threats and Development (H) *
DV433 The Informal Economy and Development (H) (not available 2017/18)
DV442 Key Issues in Development Studies (H)
3 Courses to the value of 1 unit from the following:
GY400 The Economics of Urbanisation (H)
GY421 Gender and Development: Geographical Perspectives (H) (not available 2017/18)
GY431 Cities, People and Poverty in the South (H)
GY432 Urban Ethnography (H)
GY438 Cities and Social Change in East Asia (H)
GY439 Cities, Politics and Citizenship (H)
GY441 The Politics of Housing (H)
GY446 Planning for Sustainable Cities (H) (not available 2017/18)
GY449 Urban Futures (H)
GY455 Economic Appraisal and Valuation (H)
GY464 Race and Space (H) (not available 2017/18)
GY467 Global Migration and Development (H) (not available 2017/18)
GY470 Urban Africa (H)
GY479 Urban Revolutions (H)
GY480 Remaking China: Geographical aspects of Development and Disparity (H) (not available 2017/18)
SO480 Urban Inequalities (H)
Other urban and/or development courses available in the School as approved by the programme director
4 GY499 Dissertation on an approved topic

Notes * Capped course with priority for International Development students so admission not guaranteed.
In exceptional cases it may be possible to make alternative choices for Papers 2 & 3 with the approval of the Programme Director.

Taught Master’s Course Guides

AC411 Half Unit
Accounting, Strategy and Control

This information is for the 2017/18 session.
Teacher responsible: Prof Wim Van der Stede OLD 2.18
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions and MSc in Law and Accounting. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Course Tutor if they have sufficient relevant background knowledge.
The course is capped to three sections of around 55 students; ie 165 total.
Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.
Course content: This course provides an advanced overview of current theoretical and practical developments in the area of organisational control, which is an essential function of management to ensure that the organisation's objectives and strategies are carried out effectively. Good management control increases the probability of organisational success.
Specifically, the course discusses what it means to have an organisation be in control, what alternatives managers have for ensuring good control, and how managers should choose from among various control system alternatives. Then we will focus on each of the elements of financial control systems, which provide the dominant form of control in the vast majority of decentralised organisations. These elements include financial target setting, performance measurement and evaluation and the assignment of various forms of organisational rewards, such as bonuses and promotions. The latter part of the course extends these key notions of management control from the intra-organisational level to the inter-organisational level, highlighting some of the difficulties involved in organisational control of new, fluid, inter-organisational settings and configurations, such as joint-ventures and various types of alliances, often involving global alliance partners.
The course will cover the following topics:
• Strategy and the design of management control systems, including strategic and operational plans and budgets
• Management control alternatives, including results controls, and organisational architecture
• Decision rights and results accountability in decentralised organisations
• Incentive compensation systems, including short-term and long-term incentive plans
• Performance measurement and evaluation, including objective and subjective performance evaluations
• Management control in inter-organisational relationships, including joint-ventures
As a final note, the discipline of management accounting is often partitioned into (1) management control systems and (2) cost and management accounting systems, where the latter is the key focus of another course, AC415. AC411 can, but is not required, to be taken with AC415. Students can take either AC411 or AC415, or both.
Teaching: 30 hours of seminars in the MT.
Note: Week 1 of MT is reserved for an intensive pre-session course for MSc Accounting and Finance students; therefore, main courses, including AC411, start in Week 2 of Michaelmas term; hence, teaching is during 10 weeks from Week 2 through 11. Specifically, AC411 consists of 10 principal topics delivered in two sessions of 1.5 hours each week. The first session each week typically provides an introduction, conceptual analysis, and discussion of the key facets of the topic. The second session offers a further discussion and expansion of the issues through case study analysis and real-world applications. Each session is conducted in groups of about 55 students. The case study discussions permit the exploration of management control issues in a broad range of settings. The case method of instruction, however, requires good advance preparation by the students, and every person should be ready to contribute to the case discussion when called upon. Students should expect to be "cold called" and not count on being able to hide behind classmates who volunteer to participate. Active participation is also expected and encouraged during non-case sessions.
Formative coursework: Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned cases.
Indicative reading: A detailed reading list is laid out for each session on the syllabus.
Reference textbook: Merchant & Van der Stede, Management Control Systems: Performance Measurement, Evaluation and Incentives, 3e (Prentice Hall, 2012).
Assessment: Exam (70%, duration: 2 hours) in the LT week 0.
Essay (15%) in the MT.
Project (15%) in January.
Students are required to complete two essays during term-time (totalling 15% of the mark for the course), a group project, due in January (15%), and a final exam (70%).

AC412 Half Unit
Accountability, Organisations and Risk Management

This information is for the 2017/18 session.
Teacher responsible: Dr Martin Giraudeau KSW 3.08
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Accounting, MSc in Accounting and Finance, MSc in Economy, Risk and Society , MSc in Law and Accounting, MSc in Management and Regulation of Risk, MSc in Public Policy and Administration and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Course Tutor.
Course content: This is an advanced course focusing on the organisational and institutional settings within which risk is managed.
The first five lectures explore the intersections of risk and corporate governance, by focusing on the risks that arise at top management and board of directors level, including lack of external oversight, executive pay issues, board interlocks, and strategic irreversibility. The last five lectures deal with key issues in organisational responses to risk and uncertainty, including the impact of disasters and accidents and the growing formalisation and standardisation of risk management practice. The overall purpose of the course is to provide students with a critical appreciation of the management of risk as an organisational and social process. The course is necessarily cross-disciplinary, drawing on scholarship within accounting, organisational sociology and regulation studies.
Teaching: 20 hours of lectures and 9 hours of classes in the LT.
2 hours of lectures in the ST.

In week 6 there will be a reading and feedback week.
Formative coursework: Two pieces of written work will be assessed during the term but the grades will not count towards the overall course assessment.
Indicative reading: No single book covers the entire course. Key readings include: Bebchuk & Fried, Pay Without Performance (Harvard, 2004); Coffee, Gatekeepers: The Professions and Corporate Governance (Oxford, 2006); Hutter & Power (eds) Organizational Encounters with Risk, (Cambridge, 2005); Power, Organized Uncertainty: Designing a World of Risk Management (Oxford, 2007); Turner & Pidgeon, Man-Made Disasters, (Butterworth/Heinemann, 1997); Vaughan, The Challenger Launch Decision, (Chicago, 1997); Short & Clarke (eds) Organizations, Uncertainties and Risks (Westview, 1992); Weick & Sutcliffe, Managing the Unexpected: Assuring High Performance in an Age of Complexity (Jossey-Bass, 2007).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AC415 Half Unit
Management Accounting for Decision Making

This information is for the 2017/18 session.
Teacher responsible: Prof Bjorn Jorgensen Old 2.17
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Accounting, MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions and MSc in Law and Accounting. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course cannot be taken concurrently with **AC490 Management Accounting, Decisions and Control**.
Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Course Tutor if they have sufficient relevant background knowledge.
The course is capped to two sections of around 50 students; ie, 100 total. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.
Course content: This course is focused on management accounting, which is a key function in organisations that involves developing and using financial and non-financial information to support decision making, not only in a technical sense, but bearing in mind that the way in which management accounting systems are designed and implemented often determines whether employees will be motivated to act in ways that are congruent with the objectives of the organisation.
The discipline of management accounting is often partitioned into (1) cost and management accounting systems and (2) management control systems, where the latter is the key focus of another course, AC411. AC415 can, but is not required to, be taken with AC411. Students can take AC411 or AC415, or both.
Returning to AC415, while financial accounting requires that product cost information be accumulated in particular ways for external reporting, the focus in AC415 is on cost and other accounting and non-accounting information systems that aid managerial decision making. This includes the study of management accounting systems in widespread use today as well as an analysis of the problems associated with these systems in today's business environment (such as their tendency to provide distorted product cost information), as well as approaches to mitigate these problems (eg, activity-based costing; use of non-financial information).
With the above brief overview in mind, this course analyses key concepts which form the discipline of management accounting:
- Product costing and pricing
- Activity-based costing/management (ABC/ABM)
- Profitability and variance analysis
- Transfer pricing including tax considerations for international transactions
- Performance measurement and incentive compensation systems
- ROI, EVA, and other performance metrics

Teaching: 33 hours of seminars in the LT.
That is, AC415 is delivered in two sessions of 1.5 hours each week. Each session is conducted in groups of circa 55 students and is almost exclusively taught by way of the case method of instruction. Case studies permit the exploration of management accounting issues in a broad range of settings. The case method of instruction, however, requires good advance preparation by the students, and every person should be ready to contribute to the case discussion when called upon. Students should expect to be "cold called" and not count on being able to hide behind classmates who volunteer to participate.
Formative coursework: Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned cases.
Indicative reading: A detailed reading list is laid out for each session on the syllabus.
Reference textbook: Horngen, Sundem, Burgstahler, and Schatzberg, Introduction to Management Accounting, 16e (Prentice Hall, 2014).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Other (10%) and other (15%) in the LT.
Other: Case Assignment (10%) during LT and Project (15%) during LT. Thus, students are required to complete two assignments during term time (totalling 25% of the mark for the course) and a final exam (75%).

AC416 Half Unit
Topics in Financial Reporting

This information is for the 2017/18 session.
Teacher responsible: Dr Maria Manuel Correia OLD 3.12
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Law and Accounting. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other students may be admitted if they have knowledge of financial accounting acquired at undergraduate level, and only with the agreement, in writing, of the MSc (Accounting and Finance) Course Tutor.
The course is capped to four sections of around 50 students; ie, 200 total. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.
Pre-requisites: Students must have completed Quantitative

Methods in Accounting and Finance (AC480).
Prior knowledge of financial accounting is assumed. AC480 is a pre-requisite for students with no/little prior knowledge of financial accounting.
Course content: Corporate financial statements are a key source of information about the economic activities of a firm. This course is intended to enhance the student's ability to relate economic events to financial statements and disclosures. It also seeks to aid in developing a coordinated set of concepts and principles to serve as a framework for analysing a wide variety of financial reporting issues. The goal is to enable students to understand the mapping between underlying economic events and the information in financial statements, and how this mapping affects inferences about the economic activities and position of the firm. The course also explores the regulatory environment and political climate, and how these link with the introduction of new standards and their underlying theories. Students are encouraged to relate economic events to diverse practices in financial statements, and to think critically of ongoing controversies and debates.
The emphasis of this course is on understanding and critical thinking, rather than bookkeeping. The course draws heavily on academic literature on the suggested topics.
The course objectives are achieved through teaching a variety of financial reporting issues and topics including the following: standard setting with respect to the conceptual frameworks; accounting for business combinations; accounting for value creation with special emphasis on cash flows statements and revenue recognition; capital markets efficiency; corporate disclosure; and corporate governance. Most topics are covered from an International Financial Reporting Standards and/or United States Generally Accepted Accounting Principles perspective. Detailed choice of subjects will be determined by those lecturing on the course and many vary to some extent from year to year. Knowledge of basic accounting is assumed.
Teaching: 30 hours of seminars in the MT.
Teaching is delivered in two one and a half hour sessions each week. Each session is conducted in groups of about 55 students, often involving case study analyses and group discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.
Formative coursework: Students will be expected to produce 2 problem sets in the MT.
Indicative reading: Detailed reading lists are handed out at the start of the course, and will be largely based on papers in academic journals. Relevant books covering specific parts of the course are: Beaver WH, Financial Reporting: An Accounting Revolution, 3rd edn, Prentice-Hall, 1998; Scott W, Financial Accounting Theory, Prentice Hall, 1997; Watts RL & Zimmerman JL, Positive Accounting Theory, Prentice-Hall, 1986; Financial Reporting and Analysis, by Revsine, Collins, Johnson and Mittelstaedt (McGraw Hill, 5th ed.).
Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the LT week 0.

AC417 Half Unit

Corporate Financial Disclosure and Investor Relations

This information is for the 2017/18 session.
Teacher responsible: Dr Vasiliki Athanasakou OLD 2.20 and Dr Pascal Frantz OLD 3.07
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions and MSc in Law and Accounting. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other students may be admitted if they have knowledge of financial accounting and finance acquired at undergraduate level, and only with the agreement, in writing, of the MSc (Accounting and Finance) Course Tutor.
The course is capped to two sections of around 55 students; ie, 110 total. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, “must have” courses. Late registration or changes to earlier course choices may be unsuccessful.
Course content: Investors view firms through the lens of financial accounting and reporting. This course aims to examine this lens by covering topics on the interaction of financial accounting and reporting with capital markets with a focus on corporate disclosure and communication strategies. The course views corporate financial reporting as an information system and reviews the theories and empirical regularities on the demand for and supply of accounting information in capital markets while also assessing the stock market impact of communication strategies.
Some of the topics covered in the course include: Determinants of accounting choices; Capital markets and the earnings game; Voluntary disclosure theory and practices; The signalling role of accounting information; Capital market consequences of accounting and disclosure choices; Financial reporting and corporate governance; The course is based on a number of theories, empirical applications, and case studies, so that students gain an understanding firm’s corporate information environment and communication strategies.
Detailed choice of subjects will be determined by those lecturing on the course and many vary to some extent from year to year. Knowledge of basic accounting and finance is assumed.
Teaching: 33 hours of seminars in the LT.
Teaching is delivered in three hour sessions each week. Each session is conducted in groups of about 50 students, often involving case study analyses, application exercises and group presentations and discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.
Formative coursework: Students will be expected to produce 2 case studies in the LT.
Formative assessment will be in the form of class exercises and case-studies on topics covered during the course. Students will be expected to hand in two assignments in the LT.
Indicative reading: The course relies mostly on journal articles and chapters from relevant books supplied in study packs. Relevant books covering specific parts of the course include Gibbons, R (1992) ‘A Primer in Game Theory’, Scott, W (2011) Financial Accounting Theory (Prentice Hall) and Lev, B (2012), ‘Winning Investors Over’, Harvard Business School Publishing Corporation. Study packs will include detailed reading lists and lecture notes.
Assessment: Exam (60%, duration: 2 hours, reading time: 10 minutes) in the main exam period.
Project (20%) and class participation (20%).

AC424

Accounting, Organisations and Institutions

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Power KSW 3.12
Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is available with

permission as an outside option to students on other programmes where regulations permit.
This course is not available to other students except in special circumstances and with the written permission of the Course Director.
Pre-requisites: There are no specific pre-requisites and the course does not require a background in accounting. Pre-sessional training in the form of various intensive sessions prior to the start of term will be offered for those who need a brief 'technical' preparation for the Progamme.
Course content: The objective of the course is to provide students with an advanced, social science based understanding of the changing role and position of accounting practices in organisations, both public and private, and in societies more generally. Students will be exposed to advanced thinking about how accounting practices are more than a collection of routine self-evident techniques but are shaped by their institutional contexts, have behavioural consequences and can represent different values. We will focus on how the fundamental assumptions of internal and external accounting practices are institutional in nature and are shaped by social and political aspirations. The role of accountants and other agents involved in the production and consumption of accounting numbers will also be addressed.
The course will emphasise the inter-relations between technical, organisational and institutional issues. While some technical accounting knowledge will be helpful, it is not essential and each lecture will provide the necessary technical foundations.
Indicative topics, include: Foundations: Reporting, Calculation and Transparency; The Users of Accounting; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Accountability, Incentives and Performance; Accounting for Sustainability; Organisational Failure. Risk Management, Accountability and Corporate Governance;-Disasters, Accidents and Errors; Organisations and the Management of Uncertainty; The Risk Management Process; Mapping and Communicating Risk in Organisations; Organisations, Security and Resilience; Corporate Governance: Board Functioning, Gatekeepers, Executive Compensation, Regulation.
Teaching: 30 hours of seminars and 2 hours of workshops in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 2 hours of lectures in the ST.
This course has a reading and feedback week in Week 6 of both MT and LT.
Formative coursework: Students will be required to produce two pieces of written work per term. This may take the form of either an essay, or the analysis of a case, and may also include in-class presentation and team-based work. This work will be assessed, but the grades will not count towards the overall course assessment.
Indicative reading: Chapman, Cooper & Miller (eds.), Accounting, Organizations and Institutions (Oxford, 2009); Hopwood & Miller (eds.), Accounting as Social and Institutional Practice (Cambridge, 1994); Power, The Audit Society (Oxford, 1999); Roberts, The Modern Firm (Oxford, 2004); Power, Organized Uncertainty: Designing a World of Risk Management (Oxford, 2007); Hutter & Power (eds.), Organizational Encounters with Risk (Cambridge, 2005);Coffee, Gatekeepers: The Professions and Corporate Governance (Oxford, 2006); Bebchuk & Fried, Pay Without Performance (Harvard, 2004); Power, Riskwork: Essays on the Organizational Life of Risk Management (Oxford, 2016)
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 6000 words) in the ST.
The Essay will be due early in the ST.

AC425
MSc Accounting, Organisations and Institutions: Pre-sessional course

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Power KSW 3.12
Availability: This course is available on the MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is available on the MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is normally only available to MSc Accounting, Organisations and Institutions students. The purpose of this pre-sessional is to acquaint students without any prior, or little, background in accounting to the basic approach to be adopted on the core course AC424. Students with some prior background in accounting will find the session to be useful as a "refresher" about accounting fundamentals, but are also advised to take AC480 Quantitative Methods in Accounting and Finance if they wish to take advanced accounting options.
Course content: Introduction to Accounting, Organizations and Institutions
Teaching: The sessions are held in September before the start of MT.
Formative coursework: Study materials for the pre-sessional will be made available by means of selected handouts
Assessment: There is no assessment.

AC444 Half Unit
Valuation and Security Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Pascal Frantz OLD 3.07 and Mr Jose Carabias Palmeiro OLD 2.13
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions, MSc in Law and Accounting, MSc in Management and Regulation of Risk, MSc in Management and Strategy and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other students may be admitted to the course if they have a reasonable knowledge of financial accounting and finance acquired at undergraduate or equivalent level, and only with the agreement, in writing, of the teacher responsible for this course.
Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, “must have” courses. Late registrations or late changes to this course choice may be unsuccessful.
Pre-requisites: Students will be assumed to have a solid understanding of corporate finance as well as financial accounting principles, techniques and methods. Completion of AC416 is recommended for this course.
Course content: The aim of this course is to introduce students to security analysis and valuation from both theoretical and empirical perspectives. Students are furthermore provided with an opportunity to apply their skills by valuing, in small groups, from the point of view of a "sell-side analyst", a firm's equity of their choice using technologies based on the present values of free cash flows and economic value added. The course should appeal to students interested in investment analysis and fund management.
The course is presented in three parts. The first part, financial analysis, focuses on past and present performance evaluation,

which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect prospective performance. The third part, returns to fundamental and technical analysis, provides empirical evidence on returns to trading strategies based on either financial analysis or past stock returns.
Teaching: 30 hours of seminars in the LT.
Teaching is delivered in three hour sessions each week. Each session is conducted in groups of about 55 students, often involving case study analyses, individual or group presentations and discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.
Indicative reading: Lectures are based on Beccalli E and Frantz, P, Valuation and Securities Analysis, 2017. Other books recommended include Penman S, Financial Statement Analysis and Security Valuation, McGraw-Hill, 2012, as well as Palepu K, Healy B & Bernard V, Business Analysis and Valuation, South-Western College Publishing, 2012. For background reading for the corporate valuation project: Koller T, Goedhart M & Wessels D, Valuation: Measuring and Managing the Value of Companies, Wiley, 2010, The course also relies on journal articles published in the financial analysis and financial markets literatures.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Project (30%) in the LT.

AC470 Half Unit
Accounting in the Global Economy

This information is for the 2017/18 session.
Teacher responsible: Dr Andrea Mennicken KSW 3.09
Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions, MSc in Development Management, MSc in International Political Economy, MSc in Law and Accounting, MSc in Management and Strategy, MSc in Regulation and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is capped to one section of 55 students. Students on the waiting list will be admitted on a first-come first-served basis.
Pre-requisites: There are no specific pre-requisites and the course does not require a background in accounting.
Course content: This course examines the fast changing practices and institutions of accounting in the global economy, with a particular emphasis on the roles of accounting in global financial governance. International accounting and auditing standards have been advocated as a way of enhancing global financial stability, so as to stimulate the flow of cross-national investment, expand the scope for market-oriented development, and integrate local enterprises into global financial markets. This course critically examines dynamics of accounting regulation, including international standard-setting and consequences for financial statement users, business entities and wider local and global stakeholders.
Topics include: Political, institutional and economic influences in changing national and international financial reporting frameworks. The political economy of accounting standard-setting. The work of the International Accounting Standards Board (IASB), the European Union, national accounting bodies, and their political and economic environments.
The effects of national financial reporting requirements and International Financial Reporting Standards (IFRS) on business entities and economic development, particularly developing and emerging economies (including the BRIC countries: Brazil, Russia, India, China). The enforcement of financial reporting requirements through auditors, securities regulators, the World Bank and others. Specific technical challenges (for example, impairment tests, derivatives and other financial instruments, fair value accounting and intangible assets).
The course explores issues from different theoretical perspectives through comparative empirical analysis.
Teaching: 30 hours of seminars in the MT. (Note: Week 1 of MT is reserved for an intensive pre-session course for MSc Accounting and Finance students; therefore, main courses, including AC470, start in Week 2 of MT; hence, teaching is for 10 weeks from weeks 2-11.)
A 2-hour essay workshop and also a revision session in week 11 of MT.
It is intended to run a small number of additional sessions with invited speakers who are centrally involved at a senior level in the setting, enforcement and convergence of international accounting regulations. Further details will be provided at the start of the session.
Formative coursework: Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned class discussion questions. In addition, students are required to write an assessed essay of 3,500-4,000 words, to be submitted after the Christmas break. The word limit excludes the bibliography. This written work forms 40% of the overall assessment. A workshop will be held in preparation for the essay assignment. Individual feedback will be given on essay outlines. Further readings, exercises and case studies are set for class discussion each week.
Indicative reading: Detailed reading lists will be given out at the start of the session, and are largely based on academic journal articles. Other readings include policy briefings, regulatory documents, green and white papers, World Bank reports (ROSC). Relevant books: Camfferman & Zeff, Aiming for Global Accounting Standards, 2001-2011 (Oxford University Press, 2015); Botzem, The Politics of Accounting Regulation (Edward Elgar, 2012); Ramanna, Political Standards: Corporate Interest,Ideology and Leadership in the Shaping of Accounting Rules for the Market Economy (University of Chicago Press, 2015); Chapman, Cooper & Miller, Accounting, Organizations and Institutions (Oxford University Press, 2009); Djelic & Quack, Transnational Communities: Shaping Global Economic Governance (Cambridge University Press, 2010); Doupnik, International Accounting (McGraw-Hill, 2014); Nobes & Parker, Comparative International Accounting (Prentice Hall, 2016); Walter, Governing Finance: East Asia's Adoption of International Standards (Cornell University Press, 2008).
Assessment: Exam (60%, duration: 1 hour and 30 minutes) in the main exam period.
Essay (40%) in the LT.
Essay: (40%, 3,500-4,000 words) in LT. The 4,000 words exclude the bibliography.

AC480
Quantitative Methods in Accounting and Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Stefano Cascino OLD 3.32
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Law and Accounting. This course is not available as an outside option.
Course content: The objective of the course is to provide students with the necessary background required for core accounting and finance courses. The course is organised in three sections:
Section 1 - "Accounting: Disclosure Principles and Practice"

provides an overview of fundamental accounting concepts, practices and the main financial statements. This section emphasises users' perspective rather than preparers' perspective on financial reporting (eg, for valuation purposes).
Section 2 - "Finance: Quantitative Methods" provides the basic quantitative tools needed for technical MSc courses. This section consists of an introduction to Basic Calculus, Probability and Statistics.
Teaching: Teaching takes place over a 9-day period before the start of MT.
Indicative reading: A detailed reading list will be provided at the beginning of the course.
Assessment: This course is not assessed. However, students will be given a number of application exercises to complete on their own or in groups.

AC490 Half Unit
Management Accounting, Decisions and Control

This information is for the 2017/18 session.
Teacher responsible: Prof Alnoor Bhimani OLD 3.08
Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics and Management, MSc in Law and Accounting, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.
This introductory course may also be taken by MSc students who have not previously studied accounting subjects. Students in the MSc Accounting and Finance programme are not permitted to enrol in this course or in AC491. This course cannot be taken concurrently with **AC415 Management Accounting for Decision Making.**
The course is capped at 115 students.
Course content: Enterprises must today tackle markets that are affected by global economic and social forces and the extensive advances in internet-based technologies. They must seek success in the face of intense competition including the ever more sophisticated corporate strategies of their competitors. At the same time, the interface between business decisions and management accounting is regarded as becoming more complex and a more significant determinant of high corporate performance. This course provides students with an introduction to issues of accounting information and cost management, managerial decision making and performance measurement. It discusses also the interface between management accounting and technology, corporate strategy, e-business and marketing. The course includes both qualitative and quantitative material. Students should not expect the course to be purely calculations based.
The course will cover:
- established managerial accounting concepts such as cost-volume-profit relationships, overhead cost allocations, activity based costing, the balanced scorecard, target cost management and quality costing;
- the implications for accounting of flexible organisational technologies such as just-in-time systems, enterprise resource planning, computer integrated system and collaborative manufacturing;
- operational, marketing and corporate strategy issues including cost management, e-business and internet-based business models;
- organisational arrangements such as functional and multidivisional firms as well as strategic alliances, joint ventures and virtual enterprises;
- comparative international management accounting systems;
- accounting controls and organisational designs including responsibility centres, financial performance measurements, variance analysis, and incentives;
- strategic accounting tools and practices.

The course will provide participants with:
- an understanding of strategic, market and technological links to management accounting and control practices;
- the ability to apply cutting edge management accounting techniques within competitive business environments;
- a knowledge of interrelationships between behavioural, organisational and cultural issues and management accounting systems.

Teaching: 20 hours of lectures and 9 hours of seminars in the LT. There will be a reading week in week 6 of LT. A 2-hour revision lecture will be held in ST or extra office hours will be held.
Formative coursework: Students are expected to produce several pieces of written work, including accounting exercises, analyses of case studies, and essays. At least two pieces of written work will be collected for feedback during the course. Students are also required to participate actively in a variety of discussions and debates as part of the class activities.
Indicative reading: A detailed reading list will be given out at the start of the course. Bhimani A, Horngren C, Datar S and Rajan M Management and Cost Accounting (Pearson, 2015), Bhimani A, and Bromwich M, Management Accounting: Retrospect and Prospect, Elsevier/CIMA, 2010.
Assessment: Exam (100%, duration: 2 hours and 15 minutes) in the main exam period.
The first 15 minutes will be reading time.

AC491 Half Unit
Financial Accounting, Reporting and Disclosure

This information is for the 2017/18 session.
Teacher responsible: Prof Alnoor Bhimani
Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Law and Accounting and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course may also be taken by MSc students who have not previously studied accounting subjects to a significant extent. Students on the MSc Accounting and Finance programme are not permitted to enrol in this course or in AC490.
This course cannot be taken in conjunction with **AC414 Financial Reporting, Capital Markets and Business Combinations** or **AC420 Financial Reporting in Capital Markets**.
The course is capped at 115 students.
Course content: This course provides students with an introduction to financial accounting, and highlights aspects of reporting that are important to users of financial information. The course covers the preparation of key financial statements and the frameworks of accounting regulation. The course will also cover accounting issues related to depreciation, goodwill, intangible assets, equity, debt, fair value measurement and consolidation. Students will be introduced to financial statement analysis and research on the use of accounting information in financial markets.
Teaching: 20 hours of lectures and 8 hours of seminars in the MT. There will be a reading week in week 6 of MT. 2 hours of lectures in ST.
Formative coursework: Students are expected to produce several

pieces of written work, including accounting exercises.
Indicative reading: A detailed reading list will be made available at the start of the course. Illustrative texts: Tracy and Tracy. How to Read a Financial Report. 8th edn, Wiley, 2014. Weetman P, Financial Accounting: an Introduction, 7th edn, Pearson, 2016.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
Students answer four questions (one compulsory question; two from four questions; and one out of two essay questions).

AC493 Half Unit

Financial and Management Accounting for Managerial Decision Making

This information is for the 2017/18 session.
Teacher responsible: Dr Henry Eyring, OLD 3.10
Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.
Course content: This course covers introductions to both financial accounting and management accounting. The first part of this course provides students with an introduction to financial accounting, and highlights aspects of financial reporting that are important to users of financial information. It covers the preparation of key financial statements and the frameworks of accounting regulation. The second part to the course provides students with an introduction to management information and cost management, managerial decision making and performance measurement.
Specifically, then, the first half of AC493 is focused on financial accounting, which aims to familiarise students with the principles and some of the techniques of financial accounting and financial reporting as well as some aspects of current regulatory debates on the subject. After the first half of the course, students should be able to:

- Distinguish between cash accounting and accrual accounting, and explain traditional accounting concepts and conventions.
- Draw up simple balance sheets, income statements, cash flow statements, and group accounts, and understand how they are affected by different accounting treatments.
- Use these financial statements to perform financial analysis.
- Discuss the issue of "creative accounting" and frameworks of accounting regulation and the standard-setting process.
- Discuss market influences of accounting information and theories of accounting choice.

The second half of AC493 focuses on management accounting, which is a key function in organisations that involves developing and using financial and non-financial information to support decision making, not only in a technical sense, but bearing in mind that the way in which management accounting systems are designed and implemented often determines whether employees will be motivated to act in ways that are congruent with the objectives of the organisation. The discipline of management accounting is often partitioned into (1) cost and management accounting systems and (2) management control systems, and both components are covered in the second part of the course. While financial accounting (covered in the first part of the course) requires that product cost information be accumulated in particular ways for external reporting, the focus in the second half of the course is on cost and other accounting and non-accounting information systems that aid managerial decision making.
This includes the study of management accounting systems in widespread use today as well as an analysis of the problems associated with these systems in today's business environment (such as their tendency to provide distorted product cost information), as well as approaches to mitigate these problems (e.g., activity-based costing; use of non-financial information).
Through the second half of the course, students should be able to:
1. Analyse key concepts which form the discipline of management accounting:

- Product costing and pricing;
- Activity based costing/management (ABC/ABM);
- Profitability and variance analysis;
- Performance measurement and evaluation;
- ROI, EVA, and other performance metrics.

2. Possess the skills necessary to use management accounting information to make business decisions.
3. Illustrate how management accounting information can be used to formulate and implement strategy in a variety of organisational settings.
4. Understand how the design and use of management accounting systems affect human behaviour in organisations.

Teaching: 33 hours of lectures in the LT.
This course consists of 11 principal weeks with topics delivered in sessions of 1½ hours twice a week. Each session is conducted in groups of about 65 students. Most sessions make use of case study analyses and real-world applications to bring the materials to life and to apply conceptual knowledge to problems faced in practice. The case study analyses and discussions permit the exploration of accounting issues in broader management perspectives (e.g., large and small firms, manufacturing and service firms, multinational firms, startups). The case method of instruction, however, requires good advance preparation by students, and every student should be ready to contribute to the case discussion when called upon. Students should expect to be 'cold called' and not count on being able to hide behind classmates who volunteer to participate.
Formative coursework: Students are expected to be prepared for the cases and/or other tasks for each session as indicated on the syllabus. Two of these (in Weeks 4 and 8) will be collected and graded as shown below under Assessment.
Indicative reading: Reference Textbook:
Tracy, J.A., and T. Tracy. 2014. How to Read a Financial Report: Wringing Vital Signs Out of the Numbers (John Wiley & Sons, 8th Edition). Bhimani, A., C.T. Horngren, S.M. Datar, and M.V. Rajan. 2015. Management and Cost Accounting (Pearson, 6th edition). Supplementary Textbook Resources: Weetman, P. 2010. Financial Accounting: An Introduction (Financial Times/Prentice Hall, 5th edition). Bhimani, A. 2013. Strategic Finance (Strategy Press). Merchant, K.A., and W.A. Van der Stede. 2017. Management Control Systems: Performance Measurement, Evaluation, and Incentives (Financial Times/Prentice Hall, 4th edition).
Readings in course pack: Campbell, D., S.M. Datar, S.L. Kulp, and V.G. Narayanan. 2015. Testing Strategy with Multiple Performance Measures: Evidence from a Balanced Scorecard at Store24. Journal of Management Accounting Research 27(2): 39-65. Caplan, D. 2003. John Adams, Thomas Jefferson, and the Barbary Pirates: An Illustration of Relevant Costs for Decision Making. Issues in Accounting Education, 18(3): 265-274. Caplan, D., S. Dutta, and D. Marcinko. 2012. Lehman on the Brink of Bankruptcy: A Case about Aggressive Application of Accounting Standards. Issues in Accounting Education, 2(2): 441-460. Caplan, D., N. Melumad and A. Ziv. 2005. Activity-Based Costing and Cost Interdependencies among Products. Issues in Accounting Education, 20(1): 51-62. Chow, C.W., Y. Hwang, and D.F. Togo. 1995. ACE Company: A case for incorporating competitive considerations into the teaching of capital budgeting. Issues in Accounting Education 10(2): 389-401. DeFreitas, D.G., J.W. Gillett, R.L. Fink, and W. Cox. 2013. Getting Lean and Mean at Caterpillar with ABM. Strategic Finance 94(7): 24-33. Ittner, C.D., and D.F. Larcker. 2003. Coming Up Short on Nonfinancial Performance Measurement, Harvard Business Review, November, 88-95. Kaplan, R.S., and D.P. Norton. 2005. The Balanced Scorecard: Measures that Drive Performance, Harvard Business Review, July-Aug., 172-180. Sangster, A. 2016. The Genesis of Double Entry Bookkeeping. The Accounting Review 91(1): 299-316.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Coursework (10%) in the Week 4.
Coursework (10%) in the Week 8.

AC499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Vasiliki Athanasakou OLD 2.20
Availability: This course is available on the MSc in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will normally elect to take this as an option in paper 3 or 4. Permission to select the long essay option must be obtained from the Programme Director by the end of the third week of MT. Students wishing to select this option must first identify and secure agreement from a member of faculty who is willing to provide supervision for the dissertation. Approval for this option will not be granted if such an agreement is not obtained from an academic staff member.
Course content: The dissertation usually consists of an empirical investigation of a selected problem. Occasionally, the dissertation may consist of a survey and critical evaluation of the relevant literature.
The dissertation must identify relevant issues, sustain reasoned argument, and draw supportable conclusions. It must be arranged in an organised manner and include a full bibliography.
Teaching: There is no teaching associated with the dissertation, but students who select this option are encouraged to attend the dissertation workshop sessions organised by the Teaching and Learning Centre.
Arrangements for supervision: Students writing a dissertation will be supervised by a member of faculty who will not necessarily be their academic supervisor. Students are responsible for identifying an appropriate member of staff to supervise their dissertation essay, and for ensuring the member of staff agrees to provide supervision. As a general rule, supervisors of dissertations will not comment on the work after a discussion of the first draft.
Assessment: Dissertation (100%, 10000 words) in the ST.
Two typewritten copies of the dissertation must be submitted to the MSc Programme Manager, due by 31 May. The dissertation should be double-spaced, on A4 paper, with a maximum world limit of 10,000 words, not including Appendices. Mark penalties will apply if the word limit is exceeded.

AN402
The Anthropology of Religion

This information is for the 2017/18 session.
Teacher responsible: Prof Matthew Engelke OLD 6.12
Dr Michael W. Scott OLD 6.16
Availability: This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Law, Anthropology and Society and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. In the Michaelmas term, the focus will also be on understanding through specific ethnographic and empirical case-studies, the ways in which lived religious practice, and the understanding of religion, get constituted inside and outside 'Western' and modern contexts. We will also pay attention to cases in which Western and non-Western definitions are emerging in interplay with each other, including their relation to understandings of modernity and the secular. Current approaches to and reconsiderations of classic topics in the anthropology of religion are also presented; these may include ritual, belief, sacrifice, and the fetish. In the Lent term, we will consider topics such as shamanism, cargo cults, initiation, witchcraft and sorcery, cosmology, and human-nonhuman relations, primarily with reference to ongoing transformations of the indigenous traditions of Melanesia, Africa, Amazonia, Australia, and the circumpolar north. Recurring themes will be: transformations in the definition of 'religion' in relation to 'science'; the nature of rationality; and the extent to which anthropology itself can be either – or both – a religious and a scientific quest to experience the wonder of unknown otherness.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT.
This course has a reading week in Week 6 in MT and LT.
Indicative reading: H. H. Gerth and C. Wright Mills (eds.) 1946 (and later editions), From Max Weber: essays in sociology; E. Durkheim 1915 (and later editions), The elementary forms of the religious life; S. Mahmood 2005, Politics of Piety; J. Milbank 1990, Theology and Social Theory; R. A. Orsi (ed.) 2012, The Cambridge Companion to Religious Studies; C. Taylor 2007, A Secular Age; B Latour 2009, The modern cult of the factish god; H Hubert and M Mauss 1960, On Sacrifice; A. Abramson and M. Holbraad (eds.) 2014, Framing Cosmologies: The Anthropology of Worlds; G. Bateson and M. C. Bateson 1987, Angels Fear: Towards an Epistemology of the Sacred; B. Kapferer (ed.) 2002, Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery; L. Lévy-Bruhl 1926, How Natives Think; M. A. Pedersen 2011, Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia; P. Ingman, T. Utrianinen, et al. (eds.) 2016, The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate; H. Whitehouse and J. Laidlaw (eds.) 2007, Religion, Anthropology, and Cognitive Science; R. Willerslev 2007, Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs; D. E. Young and J-G. Goulet (eds.) 1994, Being Changed: The Anthropology of Extraordinary Experience.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

AN404
Anthropology: Theory and Ethnography

This information is for the 2017/18 session.
Teacher responsible: Prof Laura Bear OLD 6.07 and Dr Mathijs Pelkmans OLD 5.08
Availability: This course is compulsory on the MSc in Social Anthropology and MSc in Social Anthropology (Learning and Cognition). This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Law, Anthropology and Society and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The main aim of this course is to examine the relationship between theory and ethnography in modern social and cultural anthropology; the course focuses mainly on the development of anthropology before circa 1980 during the MT, and after that date during the LT. The course starts with a mapping of the geneaologies of British, French and American Anthropology. Tracing the origins of anthropology in social theory (Durkheim, Marx, and Weber), linguistic analysis (Boas, Sassure) and geography (Bastian, Fischer). It covers topics such as the origin of the concept of the social sciences as a distinct branch of knowledge, and key concepts and themes (for instance, 'kinship,' 'religion' 'capitalism' or the 'environment'). It also explores specific schools of thought such as functionalism/structural functionalism; methodological individualism; conflict and the critique of functionalism; class consciousness and ideology, ethnic group and social stratification; and 'elective affinities' between cultural predispositions and economic action. It locates these in the historical experiences and debates of the time. The significance of foundational concepts for an understanding of current anthropology and key stages in its development is also a focus of the course. The second term covers topics which may

include structuralism; practice theory; interpretive anthropology; postmodernism, affect and actor network theory. The precise emphasis and distribution of topics may vary from year to year.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT. 2 hours of workshops in the ST.
The course has a reading week in Week 6 of MT and LT.
Formative coursework: Formative coursework consists of participation in weekly seminars, and the opportunity to work on formative essays with the student's academic tutor, as per normal departmental arrangements.
Indicative reading: A. Callinicos 2007 Social Theory; a historical introduction; A Kuper, 2005, The Reinvention of Primitive Society: transformations of a myth; H L Moore and T Sanders (eds.), 2006, Anthropology in Theory: Issues in Epistemology; D Mclellan, 1977, Karl Marx: Selected Writings; W Runciman, 1978, Weber: Selections in Translation; S Lukes, 1973, Emile Durkheim: His Life and Work; B Malinowski, 1922, Argonauts of the Western Pacific; EE Evans-Pritchard, 1971, Nuer Religion; E Leach, Political Systems of Highland Burma; M Gluckman, 1958, Analysis of a Social Situation in Modern Zululand; M Sahlins, 1976, Culture and Practical Reason; M Bloch, 1983, Marxism and Anthropology; C Lévi-Strauss, 1966, The Savage Mind; A Kuper, 2000, Culture: the Anthropologists' Account; M Sahlins, 2000, Culture in Practice; P Bourdieu, Outline of a Theory of Practice; C Geertz, 1973, The Interpretation of Cultures; D Schneider, 1968, American Kinship: a cultural account. Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

AN405
The Anthropology of Kinship, Sex and Gender

This information is for the 2017/18 session.
Teacher responsible: Dr Nicholas Long OLD 6.14 and Dr Catherine Allerton OLD 6.13
Availability: This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Gender, MSc in Law, Anthropology and Society, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course provides an examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', 'the person', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on kinship, relatedness, sex and gender, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT.
This course has a reading week in Week 6 in MT and LT.
Formative coursework: Students are expected to prepare material for discussion in the seminars. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: Carsten, J. After Kinship (2003); Chodorow, N. The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture (1999); Donnan, H. and Magowan, F. The Anthropology of Sex (2010); Levi-Strauss, C. The Elementary Structures of Kinship (1969); Moore, H. L. A Passion for Difference: Essays in Anthropology and Gender (1994); Schneider, D. A Critique of the Study of Kinship (1984); Stone, L. Kinship and Gender: An Introduction (2006).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

AN419 Half Unit Not available in 2017/18
The Anthropology of Christianity

This information is for the 2017/18 session.
Teacher responsible: Dr Fenella Cannell OLD 6.07
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Religion in the Contemporary World and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The ethnography of local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology. The course examines a number of anthropological and historical studies of local forms of Christianity, from a range including local forms of Catholicism, Mormonism, contemporary and historical Protestantisms including American Protestant forms and 'heretical' and other unorthodox Christianities. The course asks why anthropologists shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, had become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, conversion and the appropriation of Christian doctrines by local populations, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christian texts, and Scriptural reading practices, Christian objects and materialities, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Where possible, the course will include a student fieldwork weekend and forms of reflection and reporting on that experience. Please check with the course teacher in any given year whether this is planned as part of the year's programme.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students are expected to prepare discussion material for presentation in the seminars. Students are asked to participate in the fieldwork trip in years when this is available (please note that costs will be kept to a minimum and consideration will be given in any cases of financial hardship). Fieldnotes and other materials will be prepared by fieldtrip participants.
Indicative reading: M Bloch, From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar; F Cannell, Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines (PhD thesis, University of London); W Christian, Person and God in a Spanish Valley (reprint 1988); J Comaroff, Body of Power, Spirit of Resistance; J de Pina Cabral, Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho; R Ileto, Pasyon and Revolution: Popular Movements in the Phillippines, 1840-1910; J Nash, We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines; M Taussig, The Devil and

Commodity Fetishism in South America. Detailed reading lists are provided at the beginning of the course.
Assessment: Take home exam (100%) in the ST.

AN420 Half Unit Not available in 2017/18
The Anthropology of Southeast Asia

This information is for the 2017/18 session.
Teacher responsible: Dr Nicholas Long OLD 6.14
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Religion in the Contemporary World and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course will introduce students to selected theoretical and ethnographic issues in the history and contemporary life of Southeast Asia (including Burma/Myanmar, Cambodia, Indonesia, Laos, Malaysia, Singapore, Thailand, The Philippines, and Vietnam).
The alleged distinctiveness of Southeast Asian gender relations, political leadership, and experiences of self and emotion have led to ethnographic studies of the region making major contributions to the anthropology of the state, sovereignty, globalisation, gender, identity, violence, and mental health. By providing a strong grounding in regional ethnographic materials, this course will equip students to critically evaluate such contributions and to consider possible further contributions that studies of Southeast Asia might make to anthropological debates. The course will also examine how anthropologists have responded to the interpretive challenges presented by selected aspects of Southeast Asia's social and political life, such as the legacies of mass violence (e.g. the Cambodian genocide, the Vietnam War, or Indonesia's massacre of suspected communists), its ethnic and religious pluralism, and the impact of international tourism.
The course also contains a strong visual anthropology element: each week's lecture will be paired with a film screening, and students will be encouraged to examine whether and how this visual material contributes to, o indeed reframes, the theoretical debates at hand.
Upon successful completion of the course, students will be able to:
1. Describe the key features of Southeast Asian social and cultural systems, and identify their similarities and differences with social and cultural systems in other world regions.
2. Describe key events and patterns in Southeast Asia's history, and evaluate the extent to which these influence contemporary social phenomena in the region.
3. Describe and evaluate the most influential paradigms that have been developed in anthropological studies of Southeast Asia over the past 60 years.
4. Apply anthropological concepts and theories to ethnographic materials from Southeast Asia, and evaluate the results.
5. Apply anthropological research findings and theories to social and policy issues in Southeast Asia.
6. Locate and use research findings from Southeast Asia in order to participate in, or advance the terms of, wider disciplinary debates.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures in the ST.
Film screenings will also take place throughout the Lent Term.
Formative coursework: Students are expected to prepare material for discussion in the seminars. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: Useful histories of Southeast Asia / Southeast Asian anthropology M.C. Ricklefs, B. Lockhart, A. Lau, P. Reyes, and M.A. Thwin, A New History of Southeast Asia (2010); V.T. King and W.D. Wilder, The Modern Anthropology of South-East Asia: An Introduction (2003).
Ethnographies
Barker, J., E. Harms, and J. Lindquist, eds. 2014. Figures of Southeast Asian Modernity. Honolulu: University of Hawai'i Press. Hinton, A. L. 2005. Why Did They Kill? Cambodia in the Shadow of Genocide. Berkeley: University of California Press. Keeler, W. 1987. Javanese Shadow Plays, Javanese Selves. Princeton: Princeton University Press. Langford, J. M. 2013. Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile. Minneapolis: University of Minnesota Press. Long, N. J. 2013. Being Malay in Indonesia: Histories, Hopes and Citizenship in the Riau Archipelago. Copenhagen: NIAS Press. Peletz, M. G. 2009. Gender Pluralism: Southeast Asia since Early Modern Times. London & New York: Routledge. Schwenkel, C. 2009. The American War in Contemporary Vietnam: Transnational Remembrance and Representation. Bloomington: Indiana University Press. Scott, J. C. 2009. The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia. New Haven & London: Yale University Press. Sloane, P. 1999. Islam, Modernity and Entrepreneurship among the Malays. Basingstoke: Macmillan. Detailed reading lists are provided at the beginning of the course.
Assessment: Take home exam (100%) in the ST.

AN424 Half Unit
The Anthropology of Melanesia

This information is for the 2017/18 session.
Teacher responsible: Dr Michael W Scott, OLD 6.16
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course provides an introduction to selected themes in the anthropology of the region in the Southwest Pacific Ocean known as Melanesia. It gives students a grounding in the contemporary anthropology of the region, primarily through a close reading of three book-length ethnographies.
The three ethnographies, which are all new since 2013, are Christopher Wright's The Echo of Things, an account of what photography means to people in the western Solomon Islands; Alice Street's Biomedicine in an Unstable Place, an analysis of how persons and diseases are made visible or invisible in a hospital on the north coast of Papua New Guinea; and Alex Golub's Leviathans at the Gold Mine, a study of the relationship between indigenous landowners and a large international gold mine in their valley in the highlands of New Guinea.
These ethnographies not only provide students with focused accounts of three very different contexts in Melanesia, they also address histories, dynamics, and concerns familiar to people living throughout the region. Furthermore, because the three authors draw on different intellectual antecedents and disciplinary traditions, their work provides an entree into the most influential theoretical debates animating Pacific anthropology today.
Topics to be traced throughout the course include personhood and bodies, kinship and sociality, religion and cosmology, technology and infrastructure, development, globalization, and the state. The readings will be supplemented by ethnographic films and a visit to the British Museum.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
This course has a reading week in Week 6 of MT.
Formative coursework: Students are expected to prepare discussion material for presentation in seminars.
Indicative reading: Christopher Wright, The Echo of Things: The Lives of Photographs in the Solomon Islands (2013); Alice Street, Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital (2014); Alex Golub, Leviathans at the Gold Mine: Creating Indigenous and Corporate Actors in Papua

New Guinea (2014). Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN436 Half Unit
The Anthropology of Development

This information is for the 2017/18 session.
Teacher responsible: Professor Katy Gardner OLD 5.07
Availability: This course is compulsory on the MSc in Anthropology and Development and MSc in Anthropology and Development Management. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Health, Community and Development, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course explores how anthropologists have evaluated, criticised and contributed to development. Focussing on both 'Big D' development (schemes of improvement or projects) and 'little d' development (change which occurs as the result of economic growth or modernisation) the course shows how anthropological insights have been used to change practices from within as well as critique development from the outside. From anthropological work which seeks pragmatic engagement to that which deconstructs development as an oppressive and power laden discourse, the course aims to give students a broad background to the field. Topics covered include the role of the state, participation and farmer first approaches; gender and development; development as discourse and 'aidnography'; neo liberalism and global capital; corporate social responsibility; markets and micro credit; and the relationship between 'tradition' and modernity. Throughout, the course will draw upon a broad range of ethnographic examples.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
This course has a reading week in Week 6 of MT.
Formative coursework: Students are expected to prepare discussion material for presentation in the seminars.
Indicative reading: Scott; J. (1998) Seeing it Like a State: How Certain Schemes to Improve the Human Condition have Failed; Ferguson, J (1990) The Anti Politics Machine: depoliticisation and bureaucratic power in Lesotho; Ferguson, J (1999) Expectations of Modernity: Myths and Meanings of Life on the Zambian Copperbelt;Tania Li (2007) The Will to Improve: Governmentality and the Practice of Politics; K Gardner, Discordant Development: Global Capitalism and the Struggle for Connection in Bangladesh (2012); K Gardner and D Lewis, Anthropology, Development : Twenty First Century Challenges (2014); R D Grillo and R L Stirrat, Discourses of Development: anthropological perspectives; D Mosse, Cultivating Development: an ethnography of aid policy and practice (2004), London, Pluto Press; Cornwall, A., Harrison, E., and Whitehead (2007) Feminisms in Development: Contestations, Contradictions and Challenges; Escobar, A. 1995 Encountering Development; Mosse, D ed. (2011) Adventures in Aidland; Rajak, D. (2011) In Good Company: An Anatomy of Corporate Social Responsibility; Karim, L (2011) Microfinance and its discontents
Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN437
Anthropology of Learning and Cognition

This information is for the 2017/18 session.
Teacher responsible: Prof Rita Astuti OLD 6.11 and Prof Charles Stafford OLD 6.02
Availability: This course is compulsory on the MSc in Social Anthropology (Learning and Cognition). This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course will start by examining the contribution that the study of human psychology can make to anthropology. After discussing why anthropologists should pay attention to psychology and why psychologists should pay attention to anthropology, we will examine a range of psychological findings (for example, on infants' knowledge of the physical and mental world) and their relevance to anthropology. Throughout, the course will focus on the relationship between mechanisms of cultural transmission, both informal and institutional, and what anthropologists have called 'culture' and 'society'. We will look at the way universal human capabilities develop and are used during different stages of life to create unique cultural understandings. Topics covered include 'innateness', 'theory of mind', informal and formal education, emotions, expertise, and the nature of different types of beliefs. We will consider how themes of this kind - elaborated in cognitive anthropology and in cognitive science more generally - lead to a reconsideration of classic anthropological concerns, including kinship, religion, politics and economics.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.
This course has a reading week in Week 6 in MT and LT.
Indicative reading: M Cole, Cultural Psychology; D Holland and N Quinn, Cultural Models in Language and Thought; E Hutchins, Cognition in the Wild; J Lave, Cognition in Practice; M Bloch, How We Think They Think; D Sperber, Explaining Culture; P Boyer, Religion explained; R Astuti, G Solomon and S Carey, Constraints on Conceptual Development; M Tomasello, The Cultural Origins of Human Cognition.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

AN439 Half Unit Not available in 2017/18
Anthropology and Human Rights

This information is for the 2017/18 session.
Teacher responsible: Prof Matthew Engelke OLD 6.12
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Human Rights, MSc in Law, Anthropology and Society and MSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The tension between respect for 'local cultures' and 'universal rights' is a pressing concern within human rights activism. For well over two decades, anthropologists have been increasingly involved in these discussions, working to situate their understandings of cultural relativism within a broader framework of social justice. This course explores the contributions of anthropology to the theoretical and practical concerns of human rights work. The term begins by reading a number of key human rights documents and theoretical texts. These readings are followed by selections in anthropology on the concepts of relativism and culture as well as other key frameworks, such as identity and violence. Students will then be asked to relate their understandings of human rights to the historical and cultural dimensions of particular cases, addressing such questions as

the nature of humanity, historical conceptions of the individual, colonialism and imperialism, the limits of relativism, and the relationship between human rights in theory and in practice. Case studies focus on Africa and Latin America.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students are expected to prepare discussion material for seminars
Indicative reading: E Messer, 'Anthropology and Human Rights' Annual Review of Anthropology 1993; J Cowan et al (Eds), Culture and Rights: Anthropological Perspectives; R Wilson (Ed), Human Rights, Culture, and Context: Anthropological Perspectives; T Turner, 'Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics' Journal of Anthropological Research 1997; T Asad, Formations of the Secular; P Farmer, 'On Structural Violence', Current Anthropology 1999; M Mamdani, When victims become killers; C Taylor, Sacrifice as Terror; R Menchu, I, Rigoberta Menchu. Detailed reading lists are provided at the beginning of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN442
Supervised Reading Course and Fieldwork Preparation

This information is for the 2017/18 session.
Teacher responsible: Members of staff of the Anthropology Department (students' supervisors).
Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.
Course content: The programme of supervised reading aims to give students a detailed knowledge of the regional ethnographic literature relevant to their proposed research project, as well as providing them with a firm grounding in the theoretical literature relevant to their research objectives. The programme also aims to aid students in the practical organization of their field research (eg organizing language training, obtaining research permits and academic affiliations) through their supervisors' personal guidance. The programme of supervised reading will be specific to each student. It will be agreed with his/her supervisors at the beginning of the academic year and it will be closely reviewed during the course of the academic year.
Teaching: Students should expect to meet with at least one of their supervisors at 2-3 weekly intervals during term time, and to submit essays relevant to the preparation of their Research Proposal (AN443).
Formative coursework: Students will be required to write essays for their supervisors throughout the academic year.
Assessment: Other (100%).
Students' progress will be monitored by their supervisors through verbal discussion of the submitted written work. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

AN443
Research Proposal

This information is for the 2017/18 session.
Teacher responsible: Members of staff of the Anthropology Department
Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.
Course content: All students must prepare a formal Research Proposal of 8,000-10,000 words (excluding references) for submission to the Department on or before the deadline in June. The proposal is written under the guidance of their supervisors (as set out in AN442), and will normally draw on material studied as part of AN471 Qualitative and Quantitative Methods for Anthropologists and AN472 Evidence and Arguments in Anthropology and Other Social Sciences. It will be expected to demonstrate knowledge of the regional ethnography, and theoretical and methodological literatures, relevant to the proposed research.
Assessment: Research proposal (100%).

AN444 Half Unit Not available in 2017/18
Investigating the Philippines - New Approaches and Ethnographic Contexts

This information is for the 2017/18 session.
Teacher responsible: Dr Fenella Cannell OLD6.07
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Graduates taking this course will normally have taken or be taking a foundational course in anthropology. However, topics may be of interest to those in several disciplines. Exemptions may therefore be sought from the lecturer, e.g. for students external to the department, who wish to explore what anthropology can bring to bear on their own fields.
Course content: This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent rennaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US.
The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year) ; Migration, 'mail-order' brides, and the Philippine diaspora ; New religious movements: Philippine colonialism and the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students may be required to prepare discussion material for seminars.
Indicative reading: Detailed reading lists are provided at the beginning of the course, these are a selection: Michell Rosaldo, Knowledge and Passion;Vicente Rafael, Contracting Colonialism; Fenella Cannell, Power and Intimacy in the Christian Philippines; Sally-Ann Ness, Where Asia Smiles; Heather L Claussen, Unconventual Sisterhood; M F Manalansan, Global Divas: Filipino Gay Men in the Diaspora; Vicente Rafael, White Love and Other Events in Filipino History; Nicole Constable, Maid to order in Hong Kong; Albert Alejo, Generating Energies in Mount Apo.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN447
China in Comparative Perspective

This information is for the 2017/18 session.
Teacher responsible: Prof Stephan Feuchtwang SHF 3.01 and Dr Andrea Pia KGS 3.07
Availability: This course is compulsory on the MSc in China in Comparative Perspective. This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. Places are limited and priority is given to MSc China in Comparative Perspective students.
Course content: The main object of the course is to help students develop ways of putting the politics, economy and social life of China into a framework in which they can compare and juxtapose it with other major examples. Students will bring whatever theoretical approaches they have already learned and are continuing to learn in the disciplines they bring to the course. They will be expected to demonstrate and explain how they are using them as well as to listen to other approaches and disciplinary perspectives. The topics for each week are as follows: 1. Introduction; 2. The Imperial Bureaucracy; 3. Great and Little Tradition; 4. Chinese religions; 5. Long-term history and political economy comparisons; 6. Economic and demographic transitions; 7. Nationalism and the Modern State; 8. Revolution and Maoism; 9. Socialism; 10. Postsocialism; 11. The Countryside; 12. The City; 13. Family and Gender; 14. Property rights; 15. Consumerism; 16. School and ideology; 17. Civil society; 18. The Rule of Law; 19. Democracy and Political Reform; 20. Transnational China.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 1 hour of seminars in the ST. This course has reading week in Week 6 of both MT and LT.
Formative coursework: Those who have registered for this degree (but not those who take this as a unit in another degree) will attend tutorials in groups of three to five every two weeks, starting in week 2. For these tutorials, students will write four essays, two in Michaelmas Term and two in Lent Term. These essays will not be assessed for the degree.
Indicative reading: Deng, Kent G. 2003. 'Development and its deadlock in imperial China', Economic Development and Cultural Change 51:2, pp 479-522. Fei Xiaotong 1992 [1948]. From the Soil, the Foundations of Chinese Society: A Translation of Fei Xiaotong's Xiangtu Zhongguo, with an Introduction and Epilogue, transl. Gary Hamilton and Wang Zheng, Berkeley: University of California Press. Goody, Jack 2006. The Theft of History. Cambridge: Cambridge University Press. Harrison, Henrietta 2001. China (Inventing the Nation). London: Arnold. Kaviraj, Sudipta and Sunil Khilnani (eds) 2001. Civil society: history and possibilities. Cambridge: Cambridge University Press. Stockman, Norman 2001. Understanding Chinese Society. Cambridge: Polity. Spence, Jonathan D. 1991. The search for modern China. New York: Norton. Van de Veer, Peter and Lehmann, Hartmut (eds) 1999. Nation and Religion: Perspectives on Europe and Asia. Princeton, NJ: Princeton University Press. Weber, Max 1951. The Religion of China: Confucianism and Taoism, transl. Hans H. Gerth, New York: The Free Press. Yan Yunxiang 2003. Private Life under Socialism. Love, Intimacy, and Family Change in a Chinese Village 1949-1999. Stanford, CA: Stanford University Press. Zarrow, Peter 2005. China in War and Revolution, 1895-1949. London: Routledge.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

AN451 Half Unit
Anthropology of Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Mukulika Banerjee OLD 5.09
Availability: This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Development Studies, MSc in Law, Anthropology and Society, MSc in Regulation, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course focuses on the notion of power and its cross-cultural application. Using Marxist, Weberian, and Foucauldian approaches it explores how power travels through different socio-cultural contexts, paying attention to issues such as domination and resistance, patron-client relations, the mafia, revolution and violence. A recurring theme throughout the course concerns the state. How should the state be studied anthropologically? Processes of state formation and disintegration, nationalism in its various guises, and state-society relations will be reviewed in order to understand how European, post-colonial, and post-socialist societies are governed.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. This course has a reading week in Week 6 of both MT and LT.
Formative coursework: Students will undertake collaborative discussion duties during seminars for which they will receive formative feedback. They will also have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.
Indicative reading: Anderson, B, 1991 [1983], Imagined communities: reflections on the origin and spread of nationalism; Asad, Talal, 1973, Anthropology and the Colonial Encounter; Barth, F, 1965, Political leadership among Swat Pathans; Blok, Anton, 1988, The Mafia of a Sicilian Village 1860-1960: a study of violent peasant entrepreneurs; Evans-Pritchard, EE and Fortes, M, 1940, African Political Systems; Evans-Pritchard, EE, The Nuer; Gledhill, John, 1994, Power and its disguises; Hansen, T B and Stepputat F (eds), 2001, States of Imagination: Ethnographic Explorations of the Postcolonial State; Leach, Edmund, 1954, The Political Systems of Highland Burma; Mbembe, A, 2001, On the Postcolony; Navaro-Yashin, Yael, 2002, Faces of the state: secularism and public life in Turkey; Vincent, J, 2002, The Anthropology of Politics.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN456 Half Unit
Anthropology of Economy (1): Production and Exchange

This information is for the 2017/18 session.
Teacher responsible: Dr Gisa Weszkalnys OLD 6.08
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Law, Anthropology and Society, MSc in Regulation, MSc in Social Anthropology, MSc in Social Anthropology (Learning and Cognition) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course examines 'the economy' as an object of scholarly analysis and a domain of social action. We start by asking how scholars have measured, described, modeled, and predicted its behaviour; what forms economic institutions take cross-culturally; and how these institutions were transformed as a result of their incorporation into a wider capitalist markets, state systems, and development initiatives. For example, we will examine the central place of households within capitalist economies, largely overlooked by mainstream economic

analyses, and the role that money can play in both dividing and uniting human societies. The course will familiarise students with fundamental aspects of the field and with core concepts used in anthropological analyses of economic life, such as production, consumption, exchange, property, alienation, scarcity, and value. But we will also try to break open the standard frames of the debate by highlighting, for example, the entanglement of nature in the capitalist expansion, and how economic life is rarely stable. What progress have anthropologists made in understanding booms, busts, prolonged pauses and delays? What can ethnography tell us about how people cope with crises and instabilities, individually and collectively, and how they seek to anticipate what the future may hold? Throughout the course, students will engage both with theoretical writings and with a range of select ethnographies to gain a rounded understanding of relevant debates.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.
This course has a reading week in Week 6 of MT.
Formative coursework: Students will do presentations during seminars for which they will receive formative feedback. They will also have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.
Indicative reading: J.G. Carrier and D. Miller (1998) Virtualism: A New Political Economy. M Sahlins (1974), Stone Age Economics; J Parry and M Bloch (Eds) (1989), Money and the Morality of Exchange; K. Polanyi (1944) The Great Transformation. K Ho (2010) Liquidated: an Ethnography of Wall Street. S. Mintz (1985) Sweetness and Power: The Place of Sugar in Modern History; E. Shever (2012) Resources for Reform: Oil and Neoliberalism in Argentina; C.Hann and K.Hart (2011) Economic Anthropology: History, Ethnography, Critique. This is an indicative reading list: detailed reading lists are provided at the beginning of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN457 Half Unit

Anthropology of Economy (2): Transformation and Globalisation

This information is for the 2017/18 session.
Teacher responsible: Prof Laura Bear OLD 6.09
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Law, Anthropology and Society, MSc in Regulation, MSc in Social Anthropology, MSc in Social Anthropology (Learning and Cognition) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course addresses topics in the anthropology of globalisation. Scholars in a wide range of disciplines have sought to understand the new forms of production, consumption, exchange and financial circulation that have emerged since the 1980s. Some emphasise post-Fordist methods of flexible production and neo-liberal elite projects. Others focus on trans-state processes of globalisation. For other theorists shifts in state policies such as austerity, decentralised planning, public-private partnerships and the deregulation of financial markets are at the centre of analysis. Others address new forms of consumer society, popular desires for social mobility and transnational migration. Drawing from ethnographies and anthropological theory this course equips students to evaluate these arguments. Importantly it also revisits classic topics in economic anthropology from the perspective of present realities — for example production and intimate economies; formal markets in relation to informalised, violent economies; circulation in relation to financial debt and risk; and consumption and consumer citizenship.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures in the ST.
This course has a reading week in Week 6 of LT.
Formative coursework: Students will do presentations during seminars for which they will receive formative feedback. They will also have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.
Indicative reading: J Inda and R Rosaldo (eds), The Anthropology of Globalisation (2007); M Edelman and A Haugerud (eds), The Anthropology of Development and Globalization (2004); C.Freeman, High Tech and High Heels in the Global Economy: women, work and pink-collar identities in the Caribbean (2000); M Mills, Thai Women and the Global Labour Force: consuming desires, contested selves (1999); A Wilson, The Intimate Economies of Bangkok: Tomboys, Tycoons and Avon Ladies in the Global City (2004); A Aneesh, Virtual Migration: the Programming of Globalisation (2004); N Constable, Migrant Workers in Asia: Distant Divides, Intimate Connections (2010); M O'Dougherty, Consumption Intensified: the politics of middle class daily life in Brazil (2002); J Collier and A Ong, Global Assemblages: Technology, Politics and Ethics as Anthropological Problems (2009); A Tsing, Friction: an Ethnography of Global Connection (2004); K Hetherington, Guerilla Auditors: the politics of transparency in Paraguay (2011); E Shever, Resources for Reform: oil and neo-liberalism in Argentina (2011); C Hann, Life in Debt: Times of Care and Violence in Neo-Liberal Chile (2012); K Ho, Liquidated: an Ethnography of Wall Street (2010).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN458 Half Unit Not available in 2017/18

Children and Youth in Contemporary Ethnography

This information is for the 2017/18 session.
Teacher responsible: Dr Catherine Allerton OLD 6.13
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Law, Anthropology and Society and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: For much of its history, and with some notable exceptions, anthropology has paid little serious attention to children. However, recent years have seen a growing interest in both 'childhood' as a historical and social construction, and in children's engagement with their own social worlds. This course aims to introduce students to emerging ethnographic work on children and youth, in order to explore both its theoretical and methodological challenges. Ethnographic studies will cover a wide range of societies and regions, including anthropological work on children and childhood in the US and UK. The course will begin with an investigation of children's place in anthropology, including early anthropological work on 'Culture and Personality' and 'child socialisation'. The course will then move to consider a variety of topics that have been the focus of recent ethnographic study. These may include: children's play, childhood identities and kinship, education and schooling, youth cultures and globalization, children's work, street children and children's competencies in contexts of crisis, including war.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 4 hours of film screenings in LT. 1 hour revision session in ST.
Formative coursework: In addition to preparing discussion material for seminars, students will normally write one tutorial essay for the course. Students will be supplied with a mock exam paper.
Indicative reading: R.A. LeVine and R.S. New (eds) 2008.

Anthropology and child development: a cross-cultural reader; N. Scheper-Hughes and C. Sargent (eds) 1998. Small wars: the cultural politics of childhood; K.F. Olwig and E. Gullov (eds) 2003. Children's places: cross-cultural perspectives. D. Durham & J. Cole (eds) 2006. Generations and globalization: youth, age and family in the new world economy; M. Liebel. 2004. A will of their own: cross cultural perspectives on working children; V. Amit-Talai and H. Wulff (eds) 1995. Youth cultures: a cross-cultural perspective; A. James. 1993. Childhood identities: self and social relationships in the experience of the child. A. de Waal and N. Argenti (eds) 2002. Young Africa: Realising the rights of children and youth; J. Boyden and J. de Berry (eds) 2004. Children and youth on the frontline: ethnography, armed conflict and displacement; Levinson, B, D. Foley & D. Holland. (eds) 1996. The cultural production of the educated person: critical ethnographies of schooling and local practice; H. Montgomery. 2009. An introduction to childhood: anthropological perspectives on children's lives;
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN459 Half Unit Not available in 2017/18
Anthropology and Media

This information is for the 2017/18 session.
Teacher responsible: Prof Matthew Engelke OLD 6.12
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course introduces students to anthropological analyses of media, including books and other printed texts, photography, radio, television, film, and the internet. Although 'the anthropology of media' is often understood to be a relatively new subfield, there has been a long-standing interest in media technologies within the discipline. There is also an important manner, from an anthropological point of view, in which 'media technologies' have to be understood not only as these cultural artefacts (radio, film) but also the more elementary senses they express (hearing, sight, etc). We therefore investigate media both as a broad conceptual category and as specific technologies of communication. The course begins with a historical overview of anthropologists' investigations of media technologies, broadly construed. We then move on to consider ethnographic case studies of media in context. Examples may include: photography in India, radio in Zambia, television and cassette circulation in Egypt, mobile phones in Jamaica, book groups in England, and 'indigenous video' in Brazil and Australia. Throughout the course the case studies are framed in relation to some of the key theoretical debates that have shaped media studies in anthropology and related disciplines since the 1930s. Some attention is also given to the methodological problems involved in studying media, especially the extent to which it challenges the possibility of conducting fieldwork by participant observation.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures in the ST.
Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay will be submitted to the course teacher.
Indicative reading: Domestication of the Savage Mind (J Goody); Imagined Communities (B Anderson); 'The Work of Art in the Age of Mechanical Reproduction' (W Benjamin); Media Worlds (F Ginsburg, L Abu-Lughod, and B Larkin, eds); Understanding Media (M McLuhan); Understanding Media (D Boyer); 'Anthropology and the Mass Media' (D Spitulnik); 'Anthropology and its contributions to studies of Mass Media' (S Dickey); Media Rituals (N Couldry); A Voice: And Nothing More (M Dolar); The Presence of the Word (W Ong).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN461 Half Unit Not available in 2017/18
The Anthropology of Ontology

This information is for the 2017/18 session.
Teacher responsible: Dr Michael W. Scott OLD6.16
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: In Western thought, the study of the nature of being itself (Greek ontos), including theories about how things come into being and how they are related to one another, is known as ontology. Building on, but broadening the scope of this Western tradition, the growing anthropological literature on questions of being seeks to document ethnographically and model theoretically the many different ontologies, or lived realities, that shape social practice in diverse historical, geographic, and cultural contexts. Twenty-first century anthropology has seen an 'ontological turn', or more broadly, the emergence of 'the anthropology of ontology' as a recognized sub-field. Increasingly, there is a convergence of anthropological discourses around the concept of ontology, yet there is no unified approach to this topic. The anthropology of ontology remains a set of loosely linked discussions. Working in different geographical regions and drawing on different intellectual antecedents, anthropologists interested in questions of being have developed different analytical vocabularies and models that are now in need of comparison and mutual interpretation. This course provides an orientation to the various backgrounds and points of similarity and difference that constitute this emergent sub-field. Through ethnographic readings from such contexts as Aboriginal Australia, Amazonia, Central Asia, China, Melanesia, Native Alaska, Polynesia, and the history of science, the course takes a comparative approach to the exploration of different ontologies and their relationship to practice, cultural change, ethics, and social conflict.
Questions and topics covered include: the relationship between ontology and cosmology; where and how - beyond myth and ritual - ontologies are available to ethnographic observation; theories of animism versus Western nature/culture dualism; Amazonian perspectivism; relationship to place and the environment as indices of ontology; the ontological status of 'things'; dreams, illness, and curing as indices of different modalities of being; conflicting ontological assumptions in intercultural contexts; processes of ontological transformation; scientific ontologies; the ontological assumptions that have informed anthropology.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.
Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.
Indicative reading: De la Cadena, Marisol 2015. Earth Beings: Ecologies of Practice across Andean Worlds. Descola, Philippe 2013. Beyond Nature and Culture. Henare, Amiria, Martin Holbraad, and Sari Wastell (Eds) 2007. Thinking through Things: Theorising Artefacts Ethnographically. Holbraad, Martin 2012. Truth in Motion: The Recursive Anthropology of Cuban Divination. Ingold, Tim 2011. Being Alive: Essays on Movement, Knowledge and Description. Kohn, Eduardo 2015. Anthropology of Ontologies. Annual Review of Anthropology 44. Latour, Bruno 2013. An Inquiry into Modes of Existence: An Anthropology of the Moderns. Scott, Michael W. 2007. The Severed Snake: Matrilineages, Making Place, and a Melanesian Christianity in Southeast Solomon Islands. Viveiros de Castro, Eduardo 2012. Cosmological Perspectivism in Amazonia and Elsewhere.

Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN463 Half Unit

Borders and Boundaries: Ethnographic Approaches

This information is for the 2017/18 session.
Teacher responsible: Dr Mathijs Pelkmans OLD 5.08
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit.
Course content: How do territorial borders influence human behaviour and thinking, and how, in turn, do people create, manage and manipulate such borders? These questions have become pressing with the intensification and politicisation of global interconnectedness. While a few decades ago the tearing down of the Berlin Wall seemed to herald a border-less world, today the loudest politicians promise to create "huge, great, great,beautiful walls." This course studies the numerous tensions accompanying global interconnectedness. Why is it so difficult to make borders impermeable? How do smuggling networks operate? What does the world look like from the perspective of undocumented migrants? What are the effects of new border fortification technologies? What is it like to live in a gated community? Are people boundary-drawing creatures? Why do borders play a central role in images of utopia? Why is it silly yet productive to ask: where is the border between Europe and Asia? These and other questions will be discussed by situating ourselves ethnographically in the borderlands, potentially making us realise that "the frontier is all around us."
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. This course has a reading week in Week 6 of MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Students are expected to prepare discussion material for presentation in the seminars. They will also have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.
Indicative reading: Andersson, R. (2014). Illegality, Inc.: Clandestine migration and the business of bordering Europe; Brubaker, R. (2004). Ethnicity without groups; Berdahl, D. (1999). Where the world ended: Re-unification and identity in the German borderland; Ingold, T. (2007). Lines: a brief history; De León, Jason (2015) The land of open graves: Living and dying on the migrant trail. Low, S. (2004). Behind the gates: Life, security, and the pursuit of happiness in fortress America; Pelkmans, M. (2006). Defending the border: identity, religion, and modernity in the Republic of Georgia; Wilson, T. and H. Donnan (eds) (2012) A Companion to Border Studies; Reeves, M. (2014). Border work: spatial lives of the state in rural Central Asia; Van Schendel, W. and I. Abraham, eds. (2005) Illicit flows and criminal things: States, borders, and the other side of globalization.
Assessment: Take home exam (100%) in the MT.
The take home exam will be held the week following the end of the MT.

AN466 Not available in 2017/18

Understanding Religion in the Contemporary World

This information is for the 2017/18 session.
Teacher responsible: Dr Fenella Cannell OLD 6.07, Prof Laura Bear OLD 6.09 and Dr Mathijs Pelkmans OLD 5.08
Availability: This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course will consider the distinctive definition and understanding of 'religion' within the social sciences, asking the key question ' what is the object of "religion" for the social sciences?' . The course will introduce students to the classical social science sources on religion (including, but not limited to, Durkheim, Weber and Marx) and the particular problematics which their views on religion imply. There will be discussion of the different traditions of social scientific thinking about religion which flow from these foundational thinkers into current debates. Secondly, the course will focus on a range of empirical and ethnographic case studies, which illustrate some of the diversity of religious practice around the world, and some of the consequences which may flow from adopting particular definitions of what 'religion' is. One underlying theme in the course, will be the need to pay attention to ways in which the category and the domain of religion are redefined, or claimed to be redefined, in modernity, in relation to other domains of life including politics, kinship and economy. The focus will be on understanding through specific ethnographic and empirical materials, the ways in which lived religious practice, and the understanding of religion, may differ radically inside and outside 'Western' and modern contexts. We will also pay attention to cases in which (as in all post-colonial settings, and in relation to so-called fundamentalisms) 'Western' and the 'non-Western' definitions are emerging in interplay with each other. The first term considers key themes and theoretical topics in the anthropology of religion literature in the light of these framings. The second term will include sustained case-studies drawing on current research within the LSE, and comparative thematic discussions. Students have the opportunity to work with their lecturers through lines of analysis and problems in evidence and reasoning drawn from the lecturers' primary research, and to see at first hand how professional anthropologists move towards their conclusions. The second term therefore encourages students to begin to think like research anthropologists themselves, while also consolidating key theoretical and ethnographic bodies of knowledge. There will be a focus on contemporary issues in the study of religion including the organization of religion in a range of different societies, its relationship to broad social change including the rise of modernity/capitalism, global political-economy, and its codification in institutions such as the family, law, gender and the state.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 20 hours of seminars in the LT. 1 hour of lectures in the ST.
In LT the format is one two-hour interactive seminar per week.
Formative coursework: Formative coursework will include 1) discussions and presentations during the dedicated seminar and 2) the writing of non-coursework essays which will be discussed in small-group tutorials within the anthropology department as described above.
Indicative reading: H.H. Gerth and C. Wright Mills (eds.) 1946 (and later editions) From Max Weber; essays in sociology; E. Durkheim 1915 (and later editions) The elementary forms of the religious life; E.B. Tylor 1871 (and later editions) Primitive Culture; T. Asad 2003 Formations of the secular: Christianity, Islam, Modernity; M. Lambek 2002 A Reader in the Anthropology of Religion; J. Milbank 1990 Theology and Social Theory; T. Masuzawa 2005 The Invention of World Religions; R.A. Orsi, ed. 2012 The Cambridge Companion to Religious Studies; F. Cannell, ed. 2006 The Anthropology of Christianity; C. Taylor 2007 A Secular Age.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

AN467 Half Unit Not available in 2017/18

The Anthropology of South Asia

This information is for the 2017/18 session.
Teacher responsible: Dr Mukulika Banerjee OLD5.09
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development

Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course will aim to address issues of citizenship, inequality, political participation and democratic governance in rural and urban India. The course will cover both classic and current literature and weekly sessions will be organised thematically. We will start by looking at India's place in the world as a democracy and emerging economy and the many paradoxes that the country throws up - alongside some of the highest rates of economic growth, India also has one of the lowest performances on development indicators; despite 40% adult illiteracy, India has among the highest voter turnout rates in the world; despite local institutions having the least power compared to state level or the central government, ordinary people feel most invested in local elections; India remains largely rural yet India will hold the largest urban population in the world in less than ten years...and so on. In order to understand these paradoxes, it is essential that issues of caste and class be examined in some detail, through the anthropological literature produced on these topics over the past 60 years or so. The changing caste dynamics will be examined through everyday practices of discrimination, violence and endogamy as well as institutional innovations of affirmative action for jobs and education. Class relations have also dramatically changed with land reforms in rural India as well as a substantial middle class has emerged in urban India. Economic reforms introduced since the 1990s have altered modes of retail and consumption in both urban and rural India creating new inequalities and entrenching old ones. In the political arena, these changing practices and dynamics have led to a democratic upsurge from below, leading to a greater participation in the electoral process by members of the lower castes and classes of India.
All these issues and more will be addressed in this course through the rich corpus of anthropological literature on the subject alongside examples from India's vibrant media and popular culture.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 10 hours of lectures and 10 hours of seminars in MT as well as film screenings (to be scheduled at the start of term). One revision session in ST.
Indicative reading: Please do at least TWO of the following background reading before the start of the course and certainly by the end of the second week of the course. Ramachandra Guha India After Gandhi. Katherine Boo Behind The Beautiful Forevers. Amartya Sen The Argumentative Indian. Corbridge, S. and Harris, J. 2000, Reinventing India: Liberalization, Hindu Politics and Popular Democracy. London: Polity Press
Fiction: Vikram Seth A Suitable Boy. Rohington Mistry A Fine Balance
Assessment: Take home exam (100%) in the ST.

AN469 Half Unit
The Anthropology of Amazonia

This information is for the 2017/18 session.
Teacher responsible: Dr Agustin Diz OLD 6.06
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Learning and Cognition). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course will introduce students to selected themes in the anthropology of Amazonia. It will provide a grounding in the ethnographic literature of the region while seeking to engage with current theoretical debates, highlighting their potential importance to the discipline of anthropology. Topics to be covered include history, indigenous social movements; sexuality and gender; trade and inter-ethnic relations; politics and power; illness, well-being and death. Students will be encouraged to reflect on the broader relationship between ethnography and theory, to challenge common stereotypes of Amazonia and its inhabitants, and to explore ways in which the region has inscribed itself on the imagination of anthropologists and laypersons alike.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. This course has a reading week in Week 6 of LT.
Formative coursework: Students registered for Anthropology degrees will have the opportunity to prepare tutorial essays on the subject matter of the course and receive feedback from their academic advisors. Students who are not registered for Anthropology degrees will be given the option of submitting formative essays to the course teacher.
Indicative reading: Clastres, Pierre. 1987. Society Against the State: Essays in Political Anthropology. Overing, Joanna. & Alan Passes (eds). 2000. The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia. Walker, Harry. 2012. Under a Watchful Eye: Self, Power and Intimacy in Amazonia. Descola, Philippe. 1994. In the Society of Nature: A Native Ecology in Amazonia. Gow, Peter. 2002. An Amazonian Myth and its History. Fisher, William H. 2000. Rainforest Exchanges: Industry and Community on an Amazonian Frontier. Seeger, Anthony. 2004. Why Suyá Sing: A Musical Anthropology of an Amazonian People. Gregor, Thomas. 1985. Anxious Pleasures: The Sexual Lives of an Amazonian People. Lévi-Strauss, Claude. 1984. Tristes Tropiques. Conklin, Beth. 2001. Consuming Grief: Compassionate Cannibalism in an Amazonian Society.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN470 Half Unit
Anthropology of Religion: Current Themes and Theories

This information is for the 2017/18 session.
Teacher responsible: Dr Michael W. Scott OLD 6.16
Availability: This course is available on the MSc in Social Anthropology (Religion in the Contemporary World). This course is not available as an outside option.
Course content: Through readings in contemporary ethnography and theory, this course will explore phenomena and questions classically framed as the anthropology of religion. We will consider topics such as shamanism, cargo cults, initiation, witchcraft and sorcery, cosmology, and human-nonhuman relations, primarily with reference to ongoing transformations of the indigenous traditions of Melanesia, Africa, Amazonia, Australia, and the circumpolar north. Recurring themes will be: transformations in the definition of 'religion' in relation to 'science'; the nature of rationality; and the extent to which anthropology itself can be either – or both – a religious and a scientific quest to experience the wonder of unknown otherness.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in Week 6 of the LT.
Formative coursework: Discussions and presentations during seminars.
Indicative reading: A. Abramson and M. Holbraad (eds.) 2014, Framing Cosmologies: The Anthropology of Worlds; G. Bateson and M. C. Bateson 1987, Angels Fear: Towards an Epistemology of the Sacred; B. Kapferer (ed.) 2002, Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery; L. Lévy-Bruhl 1926, How Natives Think; M. A. Pedersen 2011, Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia; P. Ingman, T. Utrianinen, et al. 2016, The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate; H. Whitehouse and J. Laidlaw (eds.) 2007, Religion, Anthropology, and Cognitive Science; R. Willerslev 2007, Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs; D. E. Young and J-G. Goulet (eds.) 1994, Being Changed: The Anthropology of Extraordinary Experience.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

AN471

Qualitative and Quantitative Methods for Anthropologists

This information is for the 2017/18 session.
Teacher responsible: Dr Mathijs Pelkmans OLD 5.08
Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.
Course content: The twofold aim of this course is to provide students with insights into the process by which anthropological knowledge is produced, and to train them in the collection and analysis of qualitative and quantitative data. In doing so it offers students a methodological framework for conceptualising and designing their own PhD research projects. The course discusses the nature of ethnographic data and evidence, its implications for research, and ways of incorporating empirical data in ethnographic texts. Special attention is paid to statistical analysis and sampling methods as a means to strengthen and enhance qualitative insights.
Teaching: 40 hours of seminars in the MT.
This course has a reading week in Week 6 of MT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
Indicative reading: A. Robben and A. Sluka (eds.) 2007. Ethnographic Fieldwork: An anthropological reader; P. Atkinson.2015. For Ethnography; R. H. Bernard. Research Methods in Cultural Anthropology: Qualitative and Quantitative Approaches. Fifth Edition. A. Cerwonka and L. Malkki. 2007. Improvising Theory: Process an Temporality in Ethnographic Fieldwork. K. Narayan. 2012. Alive in the Writing: Crafting Ethnography in the Company of Chekhov.
Assessment: Essay (30%, 3000 words), coursework (15%, 1000 words), coursework (15%, 1000 words), presentation (15%) and class participation (25%) in the MT.

AN472

Evidence and Arguments in Anthropology and Other Social Sciences

This information is for the 2017/18 session.
Teacher responsible: Prof Matthew Engelke OLD 6.12 and Dr Michael Scott OLD 6.16
Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.
Course content: This seminar course considers research practices across a range of social and natural sciences in order to explore methodological issues which are specifically relevant to ethnography. In particular, it focuses on the relationship between evidence and the kinds of inferences and conclusions which are drawn by researchers in different social science fields. For one part of the course, case-studies taken from different disciplines will be considered in relation to the research practices of ethnographers. The disciplines covered may include: cognitive science & developmental psychology; philosophy; history; quantitative sociology; economics; literary criticism. For another part of the course, students will present their own draft research proposals to other both in written and oral form, focusing on (1) the questions they hope to explore in their dissertations; (2) the kinds of evidence they will need in order to adequately explore these questions; (3) the methods they will adopt in order to collect this evidence.
Teaching: 40 hours of seminars in the LT.
This course has a reading week in Week 6 of LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Assessment: Essay (25%, 2500 words), presentation (50%) and class participation (25%) in the LT.

AN473 Half Unit

Anthropological Approaches to Value

This information is for the 2017/18 session.
Teacher responsible: Prof David Graeber OLD 6.10
Availability: This course is available on the MPhil/PhD in Accounting, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.
Course content: In this course we will first take stock of the current anthropological theories of value in contemporary anthropology. After a critical appraisal of such theories, we will explore what an anthropological theory of value might actually look like. After a brief exploration of Kluckhohn's "values project", the formalist-substantivist arguments, and debates about the nature of the social role of money, up to the recent neoliberal resurgence in anthropological theory, we'll be looking at the contrasting legacies of Karl Marx and Marcel Mauss. Looking at these as two very different approaches to many of the same problems will provide enormous opportunities for creative synthesis. The course will include some fairly extended case studies (of Tiv fetishism, wampum, and anthropological studies of consumption), to investigate how useful all this theory can actually be in throwing new light on familiar problems.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT.
This course has a reading week in Week 6 of MT.
Formative coursework: Students registered for Anthropology degrees may submit formative tutorial essays on the course content and receive feedback from their academic advisors. Students who are not registered for Anthropology degrees will be given the option of submitting essays to the course teacher and receiving feedback on them.
Indicative reading: Graeber, D. (2001) Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams. Graeber, D. (2011) Debt: The First Five Thousand Years. Godbout, J. & Caillé, A. (1998) The World of the Gift. De Angelis, M. (2007) The Beginning of History: Value Struggles and Global Capitalism. Appadurai, A. (2013) The Future as Cultural Fact: Essays in the Global Condition. Turner, T. (1984) "Value, production and exploitation in simple non-capitalist societies". Munn, N. (1986) The fame of Gawa: A symbolic study of value transformation in a Massim (Papua New Guinea) society
Assessment: Take home exam (100%) in the MT.
The take home exam will be held the week following the end of the MT.

AN474 Half Unit Not available in 2017/18

Subjectivity and Anthropology

This information is for the 2017/18 session.
Teacher responsible: Dr Harry Walker OLD 5.06B
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Learning and Cognition). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology.
Course content: This course will explore the nature and formation of the self and of subjective experience. It will draw together a range of anthropological, psychological and philosophical approaches to subjectivity and the social and cultural phenomena that shape and condition it, attending both to the particulars of individual lives and settings and to more general, existential

dimensions of the human condition. The course will be structured around engagements with three principal paradigms: psychoanalysis; phenomenology; and subjectivation. A key aim of the course will be to understand the strengths and limitations of these approaches for anthropological analysis as well as potential sites of convergence and divergence. Specific topics to be covered include the unconscious, dreams, illness and healing, embodiment, sound, intersubjectivity, interpellation, the feminist subject, and altered states of consciousness.
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
Ten hours of lectures and ten hours of classes in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Students registered for Anthropology degrees will submit a tutorial essay for this course to their academic advisers. Students who are not registered for Anthropology degrees will submit a formative essay to the course teacher.
Indicative reading: Hallowell, I. 1955. Culture and Experience. Philadelphia: University of Pennsylvania Press. Butler, J. 1997. The Psychic Life of Power. Stanford: Stanford University Press. Mahmood, S. 2005. Politics of Piety: The Islamic Revival and the Feminist Subject. Princeton: Princeton University Press. Biehl, J. et. al. 2007. Subjectivity: Ethnographic Investigations. Berkeley: University of California Press. Ortner, S. 2006. Anthropology and Social Theory: Culture, Power, and the Acting Subject. Durham: Duke University Press. Jackson, M. 1989. Paths Toward a Clearing: Radical Empiricism and Ethnographic Inquiry. Bloomington: Indiana University Press. Howes, D. (ed.) 1991. The Varieties of Sensory Experience. Toronto: University of Toronto Press. Moore, H. 2007. The Subject of Anthropology: Gender, Symbolism and Psychoanalysis. Cambridge: Polity Press. Turner, V. & E. Bruner (eds.) 1986. The Anthropology of Experience. Urbana: University of Illinois Press. Wikan, U. 1990. Managing Turbulent Hearts: A Balinese Formula for Living. Chicago: University of Chicago Press.
Assessment: Take home exam (90%) in the ST.
Class participation (10%) in the MT.

AN475 Half Unit
The Anthropology of Revolution

This information is for the 2017/18 session.
Teacher responsible: Dr Alpa Shah OLD 6.17A
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Learning and Cognition). This course is available as an outside option to students on other programmes where regulations permit.
Optional for MSc students in Anthropology. Also available to students on other degree programmes as an outside option.
Course content: This course will focus on the study of revolution from an anthropological perspective. It will concentrate on three different types of revolutionary struggle, in three different continents, through three different types of ethnographies: the Zapatista indigenous movement in Mexico, the Zimbabwean anti-colonial struggle, and the Maoist 'People's War' in Nepal.
In each case, students will be encouraged to critically consider the varying degrees of involvement of the anthropologist in the movements concerned, the theoretical premises of the anthropologists and how these affect the politics and ethics of writing. In this process, students will deepen their understandings of the theoretical debates around production and reproduction, social transformation, religion and secularism, activism and anthropology, and violence and ethics in radical social change. The course will demonstrate that although anthropologists were once criticised for 'missing the revolution' on their doorstep, in fact their long term engagement with communities who come to be affected by revolutionary struggles has much to offer to the theoretical and practical work of radical social transformation.
Teaching: 6 hours of lectures, 6 hours of seminars and 8 hours of workshops in the MT.
This course has a reading week in Week 6 of MT.
Formative coursework: Anthropology students taking this course will submit a tutorial essay for this course to their academic advisers. Non-Anthropology students taking this course will submit a formative essay to the course teacher.
Indicative reading: This course will be based on the close reading of the following three ethnographic monographs: Earle, Duncan, & Simonelli, Jeanne. (2005). Uprising of Hope: Sharing the Zapatista Journey to Alternative Development. Walnut Creek: Altamira Press. Lan, David. (1985). Guns and Rain: guerrillas and spirit mediums in Zimbabwe. Berkeley: University of California Press. Pettigrew, Judith. (2013). Maoists at the Hearth: Everyday Life in Nepal's Civil War. Philadelphia: University of Pennsylvania Press.
Assessment: Take home exam (100%) in the MT.
The take home exam will be held the week following the end of the MT.

AN476 Half Unit
Anthropology and the Anthropocene

This information is for the 2017/18 session.
Teacher responsible: Dr Gisa Weszkalnys
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: In August 2016, scientists participating in the Anthropocene Working Group put forward an official recommendation to rename our present time interval 'the Anthropocene'. It postulates that humans now exert recognisable influences on the earth's bio- and geophysical systems sufficient to warrant the naming of a distinct geological epoch encompassing the earth's present, recent past, and indefinite future. The Anthropocene thus echoes contemporary anxieties about climate change, the deterioration of global ecologies, and other environmental crises on unprecedented scales, as well as humans' capacity to devise adequate solutions to the problems they face. The scholarly and popular debate on the Anthropocene has exploded in recent years, with anthropologists contributing both theoretical and important ethnographic insight into how people apprehend and deal with the repercussions of anthropogenic environmental change. It now seems that the continued successful existence of humanity on this planet will require us to live differently both with each other and with the earth: 'We will go onwards in a different mode of humanity or not at all' (Val Plumwood 2007).
In this course, we will approach the Anthropocene as a contested category, with evident political and ethical implications. We will begin by examining the dramatic changes in the relationship between humans and their natural environments brought about by industrialisation, specifically, the increased exploitation of natural resources as well as the production and use of fossil fuels on a large scale. We will attend to the practices and cosmologies of people who in their everyday lives – for example, by digging, polluting, and wasting – participate in the work of anthropogenic alterations, drawing on case studies from across the world.
We will consider alternative labels, such as the Capitalocene, Plantationocene, Plasticene, Eurocene, Misanthropocene, and Neologocene, each of which tells a different origin story for what Donna Haraway has called 'the trouble'. However, we then move to ask whether the Anthropocene might be less a marker of an epochal transformation than a signal of a profound anti-political shift in discussions about the future of the planet. We will inspect the scientific and non-scientific controversies the Anthropocene has provoked, and the particular forms of power, authority, reason, imagination, and subjectivity it has generated.
Students will be expected to engage with a variety of resources, including online publications, blogs, documentary and feature

films, and other media, and an emergent interdisciplinary literature, spanning the social and natural sciences, which we will read in relation to a more long-standing engagement with the environment within the anthropological discipline. This will lead us to interrogate established binaries of human/nonhuman, subject/object, and nature/culture, and, significantly, to ask about the critical valence of anthropologists' enquiry into the 'anthropos' for an age so profoundly shaped by humans. What methods and modes of analysis are required to comprehend the diverse human/non-human interactions and seemingly incommensurable scales that the Anthropocene invokes? What types of collaboration, knowledge, and mutual care does an anthropocenic outlook make possible? How can we anchor the manifold theoretical proposals that have been put forward not just in ethnographic examples but also in own 'experiments for living'?
Teaching: 7 hours of lectures, 7 hours of seminars, 6 hours of seminars and 4 hours of workshops in the LT.
The course is comprised of three cycles of three weeks plus an additional, concluding week. Each cycle consists of two weeks taught in the traditional lecture/seminar format, and a third week with a two-hour seminar bringing together the entire course cohort. While the one-hour seminars will focus on core readings set by the lecturer, the two-hour seminar will, in addition, offer space for viewing other resources (films, online material), discussing students independently researched material, student presentations, etc.
Formative coursework: Students will be expected to produce 1 essay, 1 presentation and 6 other pieces of coursework in the LT.
Indicative reading: J. Cruikshank (2005) Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination. P. Descola and G. Pálsson (1994) Nature and Society: Anthropological Perspectives. D. Haraway (2016) Staying with the Trouble: Making Kin in the Chthulucene. E. Kohn (2013) How Forests Think: Toward an Anthropology beyond the Human. D. McDermott Hughes (2017) Energy without Conscience: Oil, Climate Change, and Complicity. N.C. Kawa (2016) Amazonia in the Anthropocene: People, Soils, Plants, Forests. R. Scranton (2015) Learning to Die in the Anthropocene: Reflections on the End of a Civilization. Strauss et al. (2013) Cultures of Energy: Anthropological Perspectives on Powering the Planet. A. Tsing (2015) The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins.
Assessment: Take home exam (100%).
The take home exam will be held the week following the end of the LT.

AN497
Dissertation: Religion in the Contemporary World

This information is for the 2017/18 session.
Teacher responsible: Dr Mathijs Pelkmans OLD 5.08
Availability: This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is not available as an outside option.
Pre-requisites: As for the Programme.
Course content: The dissertation will address a topic in the social sciences of Religion in the Contemporary World. This will normally be a library-based dissertation, but may be supplemented by minor original research elements in consultation with the academic adviser. The topic should make central use of concepts in the study of religion in the social sciences drawn from approved courses on the programme, particularly from the core course, and should demonstrate a good understanding of those concepts and their implications. The dissertation may draw on empirical topic areas suggested by the taught core and option courses of this programme, but must demonstrate an element of originality in analysis, content or both. The dissertation will normally contain an inter-disciplinary element which may be in the combination of material, the combination of critical, analytical or theoretical concepts, or both. Guidance on standards of presentation etc will be given in the MSc handbook, and will conform to the current standard laid down for the dissertations in MSc social anthropology.
Teaching: A small group tutorial in both MT and LT. A dissertation workshop in ST.
Formative coursework: Small group tutorials, individual mentoring, discussion of abstracts: please see Programme Proposal. Presentations and class discussions in all programme courses will also contribute towards the formative preparation for the dissertation.
Assessment: Dissertation (100%, 10000 words) in August.
The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices). Three bound copies and an electronic copy, with the 5-digit examination number on the front, must be submitted to the Departmental Office in late August.

AN498
Dissertation- MSc China in Comparative Perspective

This information is for the 2017/18 session.
Teacher responsible: Dr Andrea Pia KGS 3.07 and Prof Stephan Feuchtwang SHF 3.01
Availability: This course is compulsory on the MSc in China in Comparative Perspective. This course is not available as an outside option.
Course content: The dissertation must demonstrate an adequate knowledge of relevant social science literature and empirical material from China and elsewhere. It should elaborate a theoretical framework to compare Chinese and non-Chinese data. The topic should have been discussed with and approved by the academic adviser. Note that the dissertation must be based on published sources rather than primary research undertaken by the student.
Teaching: Students attend a one-hour dissertation workshop at the end of Lent Term. After deciding on a topic during the Lent term, in consultation with their academic advisers (and other members of staff where appropriate), students submit a one-page abstract in the first week of the Summer term. Each student attends a one-on-one dissertation tutorial with his/her academic adviser in the ST. During these, abstracts will be evaluated and commented upon. Students continue to consult their academic advisers during the Summer Term.
Assessment: Dissertation (100%, 10000 words).
The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices). Three bound copies must be submitted to the Departmental Office and one electronic copy has to be uploaded to the LSE Moodle system in late August.

AN499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Mathijs Pelkmans OLD 5.08, Dr Gisa Weszkalnys OLD 6.08 and Prof Charles Stafford OLD 6.02
Availability: This course is compulsory on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Learning and Cognition). This course is not available as an outside option.
Course content: The dissertation must demonstrate an adequate knowledge of relevant theoretical literature and the ethnography of one or more contexts. It should attempt to consolidate a theme introduced during the course, developing a sustained research

focus on one specific issue in anthropology, using existing ethnographic literature as appropriate. Note that the dissertation must be based on published sources rather than fieldwork undertaken by the student. For the MSc Social Anthropology, the problem should be framed with reference to literature from within the discipline of anthropology (drawn from mainstream journals or ethnographic texts). For the MSc Anthropology and Development and the MSc Anthropology and Development Management, the topic should span the fields of both Social Anthropology and Development Studies - it may cover, but need not be restricted to, the area of overlap, i.e. the anthropology of development as narrowly defined. For the MSc Social Anthropology (Learning and Cognition), the dissertation should draw not only on specifically anthropological literatures and engage with anthropological themes, but also make judicious use of non-anthropological literature from cognitive science, and therefore from related disciplines such as psychology and/or philosophy.
Teaching: 3 hours of workshops in the ST.
After deciding on a topic during the Lent term, in consultation with their tutors (and other members of staff where appropriate), students submit a one-page abstract in the first week of the Summer term. Abstracts are circulated and students attend an AN499 workshop followed by a series of specific workshops for each of the four programmes. During these, abstracts will be evaluated and commented upon. Students continue to consult their tutors during the Summer term.
Assessment: Dissertation (100%, 10000 words) in August.
The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices). Three bound copies and an electronic copy, with the 5-digit examination number on the front, must be submitted to the Departmental Office in late August.

DV400
Development: History, Theory and Policy

This information is for the 2017/18 session.
Teacher responsible: Prof James Putzel CON.8.03 and Dr Rajesh Venugopal CON.8.09
Availability: This course is compulsory on the MSc in Development Studies. This course is available on the MSc in African Development, MSc in Anthropology and Development, MSc in Empires, Colonialism and Globalisation, MSc in Environment and Development, MSc in Health and International Development, MSc in Political Economy of Late Development, MSc in Population and Development and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences and contemporary economic and social theory and their bearing on the policy and practice of development. During Michaelmas Term the course critically discusses concepts of 'development' and the historical evolution of paradigms of development thinking and policy. Through an examination of comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies and path dependencies and the political economy of growth, poverty and freedom. We examine how differential experiences of financial crisis, state fragility, democratic and populist politics affect development thinking and possibilities. During Lent Term the course draws on recent research and policy documents to discuss current cutting edge policy issues and challenges in the developing world including: demographic change and its implications, poverty and inequality ; industrialisation, international trade and industrial policy; agriculture, new technologies and agrarian reform policies; gendered development and responses; the impact of violent conflict; environmental threats and sustainability; and the evolution of development practice and aid.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 20 hours of lectures and 15 hours of seminars in the LT.
In addition, there will be a three hour revision session in late LT.
Formative coursework: One 2,000 word essay with written feedback submitted in Michaelmas Term and at least two seminar presentations on literature (one in Michaelmas and one in Lent).
Indicative reading: The following are recommended basic readings for the course: A. Kohli, State-Directed Development: Political Power and Industrialization in the Global Periphery (Cambridge, 2004). A Sen, Development as Freedom (Anchor, 1999). HJ Chang, Kicking Away the Ladder: Development Strategy in Historical Perspective (Anthem, 2002). HJ Chang, Economics: The User's Guide (Penguin, 2014). D Rodrik, One Economics, Many Recipes: Globalization, Institutions, and Economic Growth (Princeton University Press, 2008). J.Ferguson, The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho (Cambridge, 1990). M. Jerven, Poor Numbers: How we are misled about African development statistics and what to do about it (Cornell, 2013). United Nations, "Transforming Our world: the 2030 Agenda for Sustainable Development" (SDGs) A/RES/70/1 (25 September 2015). World Bank, World Development Report 2017: Law and Governance (World Bank, 2017)
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
Essay (20%, 2000 words) in the LT.

DV407 Half Unit
Poverty

This information is for the 2017/18 session.
Teacher responsible: Dr Mahvish Shami CON.8.12
Availability: This course is available on the MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Population and Development, MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is not available as an outside option.
Course content: The course is an interdisciplinary analysis of poverty, where the focus is on poverty both as a dependent variable (what causes poverty) and an independent variable (what poverty causes). The course will draw from a variety of disciplines but will pay special attention to the political economy of poverty; however, no prior mathematical or statistical qualification is required.
The topics to be covered begin with an examination into the definition and measurement of poverty. We focus as well on the relationship between poverty and inequality, education, gender and human development, with special attention to the relationship between poverty, violence, and democracy. We also examine the origins of modern famines and whether democratization contributes to poverty reduction. We close with further thoughts on poverty reduction and the Millennium Development Goals.
Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 2 hours of lectures in the LT.
Indicative reading: The course has two required purchase books, namely Amartya Sen, Development as Freedom (Oxford University Press, 1999) and Abhijit V. Banerjee and Esther Duflo, Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty (PublicAffairs/Penguin, 2011). Other texts that will be useful include Sabina Alkire, Valuing Freedoms: Sen's Capability Approach and Poverty Reduction (Oxford University Press, 2005); Anirudh Krishna, ed. Poverty, Participation and Democracy: A Global Perspective (Cambridge University Press, 2008) and Amartya Sen, Poverty and Famines (Oxford University Press, 1981).

Assessment: Take home exam (85%) in the ST.
Presentation (15%) in the MT.
The exam (85%, duration: 4 hours take home exam) will be held in the main exam period.
The class presentation (15%, duration 20 mins) will be given in the class seminars.
The paper will be released via the course Moodle site.

DV410
Research Design and Dissertation in International Development

This information is for the 2017/18 session.
Teacher responsible: Dr Ernestina Coast OLD M.2.24
Availability: This course is compulsory on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.
Course content: The course introduces students to a selection of research methods used in development research. The objective is to enable students to conduct independent research, to assess the methods used to generate evidence, and to critically assess the quality and validity of research analysis and findings in development research and policy. Students will learn about: the challenges of conducting research; about research design, including how to generate a research question, how to select research methods, how to analyse data, and analytic rigour; what constitutes knowledge; the relative strengths and weaknesses of quantitative and qualitative research; some of the practical and ethical dos and don'ts of doing fieldwork; and, preparing for the dissertation.
Teaching: 30 hours of lectures in the MT. 9 hours of workshops in the ST.
The course combines a dissertation with lectures on research design, methods and use. Each student is assigned an Academic Advisor. The development of the dissertation is conducted under the supervision of a member of the International Development staff, through individual advice and feedback meetings in MT, LT and ST. Students are expected to submit a draft dissertation title and abstract (150-250 words) in the first half of Lent Term. This is followed by a more detailed dissertation proposal on a topic within Development Studies / Management / IDHE / African Development / Health and International Development. The proposal must be approved by the assigned Academic Adviser. The research proposal forms the basis for discussion, debate and feedback in the compulsory ST dissertation workshops, at which students present their research proposals, led by International Development staff.
Formative coursework: Students will take formative online Moodle tests, which will be made available in MT. All students are expected to pass these tests. They can be attempted multiple times.
Assessment: Dissertation (100%, 10000 words) in the ST.
Students are required to submit a research proposal of not more than 2,000 words the week before the start of ST.
Students will submit a dissertation of not more than 10,000 words, not including references, by midday on the date specified by the Department towards the end of August.

DV411 Half Unit
Population and Development: an Analytical Approach

This information is for the 2017/18 session.
Teacher responsible: Prof Tim Dyson, CON.8.04
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Population Health, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Population and Development, MSc in Social Research Methods, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Please note that in case of over-subscription to this course priority will be given to students undertaking the MSc in Population and Development and students from the Department of International Development and its joint degrees (where their regulations permit).
Course content: Using the demographic transition as its framework, the course examines different analytic approaches to the main interrelationships between population change and socio-economic development. It draws on a variety of theoretical and historical experiences to address and explore these interconnections. It aims to provide balance between theoretical understanding, knowledge of empirical evidence and basic causal processes, and implications for policy.
The course begins by providing an overview of the world's current demographic situation at both the global and the regional levels. It then addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population growth and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and socio-structural change. Urban growth, migration, and urbanization receive special attention. The implications of population change for issues of employment, savings and investment are considered, as are issues relating to energy, food production and security, carbon emissions and climate change. Contemporary neo-Malthusian arguments, with their environmental components are also considered, as are issues relating to women's empowerment, democratization, and population aging. Further details will be provided at the start of the session.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of lectures in the LT.
Formative coursework: Students will be given the opportunity to undertake a 'mock examination'. This will be graded and accompanied by written feedback within two weeks of its submission.
Indicative reading: A focussed reading list will be provided. However, relevant readings include: T Dyson Population and Development - The Demographic Transition, Zed Books 2010; T Dyson 'A partial theory of world development: The neglected role of the demographic transition in shaping modern society' in International Journal of Population Geography, 7, 2001; N. Birdsall, A C Kelley and S Sinding (eds) Population Matters: Demographic change, Economic Growth, and Poverty in the Developing World, Oxford University Press 2001; M Livi-Bacci A Concise History of World Population, Blackwell Publishers, Oxford 2001; T Dyson, Population and Food: Global Trends and Future Prospects, Routledge, 1996; R H Cassen (Ed), Population and Development: Old Debates, New Conclusions, Overseas Development Council, Washington DC, 1994; World Bank, Population Change and Economic Development, Washington DC, 1985. and various contributions to G. McNicoll, J. Bongaarts and E. P. Churchill (eds.) Population and Public Policy : Essays in Honor of Paul Demeny - Supplement to Population and Development Review 38 (2012) which is available open access.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

DV413 Half Unit
Environmental Problems and Development Interventions

This information is for the 2017/18 session.
Teacher responsible: Prof Timothy Forsyth CON.8.05
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in Health and International Development, MSc in Health, Community and Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research), MSc in Population and Development, MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.
Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affairés Internationales programme. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit). This course is capped at 60 students.
Pre-requisites: None
Course content: This course is for MSc students who wish to study social and political aspects of environmental change and its implications for international development. The aim is to summarise the key current debates about 'environment and development' from perspectives of social and political theory with special reference to institutional theory, livelihoods, and inclusive policy interventions.
The course is structured to analyse the challenges of making well-informed environmental interventions in the face of poverty and vulnerability, and then seeking practical solutions to these dilemmas.To begin with, the course considers the nature of environmental problems within a 'development' context, and what this means for environmental science and norms as applied in developing countries. Themes include assessing environmental science and expertise in development contexts, adaptation to population growth and resource scarcity; gender and environment; and vulnerability to 'natural' hazards. As the course progresses, it considers debates about policy interventions such as common property regime theory; theories of the state and environment (including resistance and social movements); community-based natural resource management and Sustainable Livelihoods; adaptation to climate change; forests; and urban environmental policy (these latter themes involve debates on multi-level, multi-actor governance involving the connections of local development and global environmental policy).
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the LT.
There is a ninety minute revision session in the LT.
Formative coursework: Students will have the opportunity to produce 1 essay in MT
Indicative reading: A detailed weekly reading list will be provided at the first course meeting. Students are not advised to buy a single textbook for this course but to read selectively and critically from various sources. The following books might be useful introductions. Adams, W.M. 2009 Green Development: environment and sustainability in a developing world. 3rd ed. London: Routledge. Forsyth, T. 2003. Critical Political Ecology: the politics of environmental science, London, Routledge. Jones, S. and Carswell, G. 2004. The Earthscan reader in environment, development and rural livelihoods. London ; Sterling, VA : Earthscan. Moseley, W.G., E. Perramond, H. Hapke and P. Laris. 2013. An Introduction to Human-Environment Geography: Local Dynamics and Global Processes. Hoboken, NJ: Wiley/Blackwell. Neumann, R. 2005. Making Political Ecology, London: Hodder Arnold. Ostrom, E., Stern P.C., Diet, T., Dulsak, N. and Stonich, S. (eds.) 2002 The Drama of the Commons: Understanding Common Pool Resource Management. Washington, D.C.: National Academy Press. L Schipper and I Burton (eds) The Earthscan Reader on Adaptation to Climate Change, Earthscan, 2008.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Essay (20%, 2000 words) in the LT.
Set back summative assessment word count to 2000 from 1500 as per Dru's email (22/05/17 OK)

DV415 Half Unit
Global Environmental Governance

This information is for the 2017/18 session.
Teacher responsible: Prof Kathryn Hochstetler
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in Health, Community and Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.
Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit). This course is capped at 60 students.
Course content: This course is for any MSc student who wishes to study the politics of global environmental policy from the perspective of environmental governance and international development. The aim is to summarise debates about 'global' environmental problems and to review the contributions of debates about 'governance' to political solutions. The main theoretical focus of the course is on understanding the evolution of environmental policy regimes at multiple scales and with multiple actors. The guiding empirical focus is on the role of developing countries in global environmental governance and the effects of environmental policy regimes on their development strategies and outcomes. Some of this draws upon debates within International Relations, but this course also considers other literatures about environmental politics. Only part of global environmental governance takes place in formal spheres specifically devoted to environmental topics. Economic institutions like trade and financial institutions also play a key role and are covered here.
To make the course focused, it will consider primarily anthropocentric climate change, energy, and biodiversity and forests. In addition, these topics will be analysed from the perspective of the role of states and inter-state agreements; business actors and non-governmental organisations (NGOs); the regulation of trade; and the evolution of financial assistance, including from the World Bank.
Teaching: 16 hours and 30 minutes of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: A detailed reading list will be presented at the beginning of the term. There is no single textbook for this course, but we recommend the following as a basic reading list:
Betsill, M. and Corell, E. (eds). 2007. NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations, MIT Press. Biermann, F, Pattberg, P. and Zelli, F. (eds).

2010. Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation, Cambridge University Press. Ciplet, D., J.T. Roberts, and M.R. Khan. 2015. Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality. MIT Press. Gallagher, K.S. 2014. The Globalization of Clean Energy Technology: Lessons from China. MIT Press. Humphreys D. 2009. Logjam: Deforestation and the Crisis of Global Governance, Earthscan. Lewis, J.I. 2014. The Rise of Renewable Energy Protectionism: Emerging Trade Conflicts and Implications for Low Carbon Development. Global Environmental Politics 14(4): 10-35. Najam, A. 2005. Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement. International Environmental Agreements 5: 303-321.Newell, P. and J.T. Roberts (eds). 2016. The Globalization and Environment Reader. Wiley. Raustiala, K. and D. Victor. 2004. The Regime Complex for Plant Genetic Resources. International Organization 58(2): 277-309.

Assessment: Exam (80%, duration: 2 hours) in the main exam period.

Essay (20%, 2000 words) in the ST.

DV418 Half Unit
African Development

This information is for the 2017/18 session.

Teacher responsible: Prof Thandika Mkandawire CON. 802

Availability: This course is compulsory on the MSc in African Development. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Population and Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is not available as an outside option.

Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

Course content: The major concern of the course is with the political economy of African development, to examine processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. It does not aim to provide a comprehensive coverage of development issues or of regions. Course content will vary from year to year, depending on the specialities of staff.

Attention is paid to legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; the political economy of industrialisation and agrarian transformation, resource mobilisation; trade diversification; institutional reforms and state capacity. Attention will also be paid to social policy with special focus on issues such as social social protection, cash transfers, Millennium Development Goals, horizontal inequality and conflict.

Teaching: 16 hours and 30 minutes of lectures and 15 hours of seminars in the LT.

There will be a ninety minute revision session in late LT.

Formative coursework: Students will write a 2,000 word essay chosen from class questions and in discussion with the course leader, to be submitted by the beginning of week 6 of Lent Term.

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course:

1. Eastwood, R. & M. Lipton, 2011. Demographic transition in sub-Saharan Africa: How big will the economic dividend be? Population Studies: A Journal of Demography, 65(1), 9-35.
2. Handley, Antoinette (2008) Business and the State in Africa: Economic Policy-Making in the Neo-Liberal Era Cambridge: Cambridge University Press. Chapter 7: Conclusion, the Business of Economic Policy-making, Comparatively Speaking, pgs. 242-263.
3. Herbst, Jeffrey. 2000. States and Power in Africa: Comparative Reasons in Authority and Control. Princeton NJ: Princeton University Press. (pp36-57)Brett, E.A. (1986) 'State power and economic inefficiency: Explaining political failure in Africa,' IDS Bulletin, 17(10 22-29.
4. Hickey, S. 2008. "Conceptualising the Politics of Social Protection in Africa," in Social Protection for the Poor and the Poorest: Concepts, Policies and Politics, eds. A. Barrientos and D. Hulme, Chapter 13. Houndmills: Palgrave Macmillan.
5. Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism. London: James Currey, 1996.
6. Mann, L. (Forthcoming) Corporations Left to Other Peoples' Devices: A Political Economy Perspective on the Big Data Revolution in Development Development and Change.
7. Mkandawire, Thandika. (2017). State Capacity, History, Structure, and Political Contestation in Africa. In M. A. Centeno, A. Kohli, D. J. Yashar, & D. Mistree (Eds.), (pp. 184-216).
8. Mkandawire, Thandika. 2014. "The Spread of Economic Doctrines and Policymaking in Postcolonial Africa." African Studies Review 57(01):171-98.
9. Mkandawire, Thandika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." World Politics:1-50.
10. Murphy, J. T., Carmody, P., and Surborg, B. (2014) "Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy" Review of African Political Economy 41(140): 264-283.
11. Ndikumana, Leonce and James Boyce. 2010. "Africa's revolving door: external borrowing and capital flight in sub-Saharan Africa," in The Political Economy of Africa. Vishnu Padayachee ed. London: Abingdon, pp. 132-51.
12. Nick Van de Walle, African Economies and the Politics of Permanent Crisis. Cambridge: Cambridge University Press, 2001.
13. Paul Nugent, Africa Since Independence: A Comparative History. Basingstoke, Palgrave Macmillan: 2004.
14. R.H. Bates, When Things Fell Apart: State Failure in Late-Century Africa. Cambridge: Cambridge University Press, 2008.
15. Ricardo Rene Laremont (ed), Borders, Nationalism and the African State. Boulder: Lynne Rienner Publishers, 2005.
16. Robert Bates, Markets and States in Tropical Africa. Berkeley: University of California Press, 1981.
17. Steven Radelet, Emerging Africa: How 17 Countries Are Leading the Way. Washington, DC: Center for Global Development, 2010.
18. Thandika Mkandawire and Charles Soludo, Our Continent, Our Future: African Perspectives on Structural Adjustment. Dakar/Trenton, NJ: CODESRIA / African World Publications, 1999.
19. Ulriksen, M. S. (2012). "Welfare Policy Expansion in Botswana and Mauritius: Explaining the Causes of Different Welfare Regime Paths." Comparative political studies 45(12): 1483-1509.
20. UNCTAD. Economic Development in Africa: From Adjustment to Poverty Reduction: What is New? Geneva: United Nations, 2002.
21. Vishnu Padayachee (ed), The Political Economy of Africa. London: Routledge, 2010.
22. White, Howard and Tony Killick. African Poverty at the Millennium: Causes, Complexities, and Challenges. Washington, DC: World Bank, 2001.
23. Whitfield, L., et al. (2015). The Politics of African Industrial Policy: A Comparative Perspective. Cambridge, Cambridge Univ Press.
24. Whitfield, L., Therkildsen, O., Buur, L., & Kjær, A. M. (2015). The Politics of African Industrial Policy: A Comparative Perspective. Cambridge: Cambridge Univ Press.
25. World Bank (200) Can Africa Claim the 21st Century?

Washington, DC: World Bank, 2000.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Essay (20%, 2000 words) in the ST.

DV420 Half Unit
Complex Emergencies

This information is for the 2017/18 session.
Teacher responsible: Prof David Keen CON. H715
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in Health, Community and Development, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies, MSc in Population and Development, MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is not available as an outside option.
Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).
Course content: The course examines the consequences and causes of humanitarian disasters. It looks at the changing nature of civil conflicts, at the famine process, and at the benefits that may arise for some groups from war and famine. It examines some of the roots of violence in civil wars, as well as the information systems that surround and help to shape disasters.
Teaching: 16 hours and 30 minutes of lectures and 13 hours and 30 minutes of seminars in the LT.
There will be a ninety minute revision session in late LT.
Formative coursework: Students will have the opportunity to receive feed back on formative work, in the form of a practice assessed essay.
Indicative reading: A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, Complex Emergencies (Polity, 2008). Other texts of interest include David Keen, Useful Enemies: When Waging Wars is More Important than Winning Them (Yale University Press, 2012); Stathis Kalyvas, The Logic of Violence in Civil War (Cambridge University Press, 2006); David Keen, Conflict and Collusion in Sierra Leone (James Currey, 2005); David Keen, Endless War? Hidden Functions of the 'War on Terror' (Pluto, 2006); Michael Mann, The Dark Side of Democracy: Explaining Ethnic Cleansing (Cambridge University Press, 2005); Amartya Sen, Poverty and Famines (Oxford University Press, 1981); Frances Stewart and Valpy FitzGerald (eds.), War and Underdevelopment, Volumes 1 and 2 (Oxford University Press, 2001); and Jeremy Weinstein, Inside Violence: The Politics of Insurgent Violence (Cambridge University Press, 2007); Tim Allen, Trial Justice: The International Criminal Court and the Lord's Resistance Army (Zed Press, 2006), Chris Dolan, Social Torture: The Case of Northern Uganda, 1986-2006 (Berghahn, 2009); Zoe Marriage, Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict (Hurst and Co., 2006); Christopher Cramer, Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries (Hurst and Co., 2006); Mats Berdal and David Malone, Greed and Grievance: Economic Agendas in Civil Wars (Lynne Rienner, 2000); Hugo Slim, Killing Civilians: Method, Madness and Morality in War (Hurst and Co., 2008).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

DV421 Half Unit
Global Health and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Philipa Mladovsky
Availability: This course is compulsory on the MSc in Health and International Development. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Global Health, MSc in Global Politics, MSc in Global Population Health, MSc in Health, Community and Development, MSc in International Development and Humanitarian Emergencies, MSc in Population and Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is also available to MSc Health and International Development
Course content: The course is concerned with inter-relationships between challenges to human health and health systems in the developing world and their socio-economic, cultural, historic and political context. Both the causes of health threats and their consequences are examined. The approach of the course is to discuss specific (re-)emerging health threats, and to critically assess their determinants and impacts, and policies and interventions to address their spread. A wide range of topics is covered, including: the relationship between health, population and development; the demographic and epidemiological transitions; biological, behavioural, socio-economic, cultural and environmental influences on health outcomes; the causes and consequences of the HIV/AIDS pandemic; Neglected Tropical Diseases (NTDs); non-communicable diseases; mental health; and, local and international health intervention efforts and policies, with a focus on health systems. By the end of the course, students should be able to: understand the complex relationships between health and poverty / inequality in and across low and middle income countries; evaluate multi-disciplinary evidence on a range of global health issues and interventions and apply this evidence to policy analysis and development; and understand how politics, power and moral frameworks influence global health policy.
Teaching: 16 hours and 30 minutes of lectures and 15 hours of seminars in the LT.
Lectures include a ninety minute revision session in LT.
Formative coursework: Students are expected to prepare at least one class presentation and submit one essay.
Indicative reading: A detailed weekly reading list will be provided at the first lecture. The readings for this course are from journals and select book chapters in the fields of public health and epidemiology, health systems, public policy, demography, sociology, philosophy, and anthropology among others. Readings will also include case studies of disease control efforts in various countries and reports, papers and articles published by international organizations, think-tanks, and a variety of other sources.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

DV423 Half Unit
Global Political Economy of Development

This information is for the 2017/18 session.
Teacher responsible: Prof Robert Wade CON.7.07
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in

Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is not available as an outside option.
Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit). The instructors reserve the right to limit enrolment on the course. At the instructors' discretion, enrolment may be denied to any student on the basis of a pre-quiz. The course is capped at 75 students.
Course content: The course examines the political economy of 'North-South' or 'core-periphery' relations, focusing on how changes in international organisations and the international policy framework affect developing countries' economic trajectories and national-level strategies (eg production, trade, FDI) for interaction with the global economy. It covers the performance of the world economy as a whole (trends in growth and shrink, inequality, poverty); international systems of production, trade, and finance; the rules or regimes which govern interaction between economies, states and firms (regimes such as Bretton Woods, and the Post Bretton Woods dollar standard); and several international organisations (such as the World Bank and IMF). Along the way it analyses the major financial/economic crises of 1997-99 and 2007-continuing. In contrast to much writing in International Political Economy, it looks at these things from the perspective of the low and middle-income countries (in the spirit of the Swahili proverb, "Until lions have their own historians tales of hunting will always glorify the hunters"), and does not assume that the G7 states provide a generally benign ('win-win') environment for development in the rest of the world ("free trade and free entry for FDI benefits us all").
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of lectures in the LT.
Formative coursework: Students have the option of writing one essay of 2,000 words.
Indicative reading: Core text: John Ravenhill (ed), Global Political Economy, 5th edition, OUP, 2017.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

DV424 Half Unit
International Institutions and Late Development

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Shadlen CON.7.08
Class teacher: Frido Wenton
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in International Development and Humanitarian Emergencies, MSc in Management (CEMS MIM), MSc in Media, Communication and Development and MSc in Political Economy of Late Development. This course is not available as an outside option.
Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit). DV423 is not a prerequisite for this course, students have the option of taking both courses or either.
Course content: This course examines the politics of the international economy. We analyse the overarching rules and regulations that structure the international economy, and thereby provide context for development policy, and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in international regimes and organisations, and how changes in global economic governance affect opportunities for economic development. The first week, which synthesises a variety of explanations of the role that international organisations play in global politics, establishes the theoretical spine for the course. We then examine governance in international sovereign debt and finance, public and private. We analyse the politics of debt relief for the poorest and most heavily-indebted countries, where most of the debt is owed to public creditors; and we analyse the politics of debt restructuring for middle-income countries where significant shares of the debt is owed to private/commercial creditors. The course then turns to the politics of international trade, investment, and intellectual property. This cluster of five sessions is organised around a dialogue between multilateral and regional frameworks for integration into the global economy, with the World Trade Organisation (WTO) serving as our principal point of reference. We examine the emergence of the WTO, both in terms of the substance of the Uruguay Round agreements and as an inter-governmental organisation with its own set of procedures for agenda-setting, rule-making, and dispute-settlement. We then examine emerging arrangements for global governance in the areas of foreign investment and intellectual property. And, then we focus explicitly on the resurgence of new, North-South, bilateral and regional trade agreements, considering the implications of such agreements for development and the factors that contribute to their proliferation. In concluding the course, taking a step back and reviewing the term's material from a "birds-eye view," we analyse contrasting trajectories of change in two development regimes, one regarding "industrial transformation" and mobility in the international division of labour, and another regarding "humanitarianism" and poverty reduction.
Teaching: 22 hours of lectures and 13 hours and 30 minutes of seminars in the LT.
This includes a 2 hour revision session in the LT.
Formative coursework: Students have an opportunity to submit written work for formative assessment. Details of the exercise will be announced early in the term.
Indicative reading: A detailed reading list is presented at the beginning of term.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 4000 words) in the ST.

DV428 Half Unit
Managing Humanitarianism

This information is for the 2017/18 session.
Teacher responsible: Professor Thea Hilhorst CON.8.10
Availability: This course is compulsory on the MSc in International Development and Humanitarian Emergencies. This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in Health and International Development, MSc in Health, Community and Development, MSc in Human Rights, MSc in International Migration and Public Policy, MSc in Political Economy of Late Development, MSc in Population and Development, MSc in Social Policy and Development: Non-Governmental Organisations and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes

where regulations permit.
Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development's MSc Development Management, MSc Development Studies, MSc African Development, MSc Health and International Development, MSc Population and Development and its joint degrees (where their regulations permit).
Course content: The course looks at international, national and local responses to conflict and natural disasters. Building on an analysis of the causes, construction and consequences of humanitarian disasters, this course focuses on humanitarian actors (including aid workers, journalists, physicians, government officials, soldiers, politicians and peace negotiators). It considers the principles and the politics of humanitarian action, exploring the overlaps and tensions between practices of humanitarian assistance and other forms of political and military intervention. It looks at how differing forms of humanitarianism relate to ideas of human rights and justice, the politics of securitisation and of neglect. It looks at the explanation as to why humanitarian organisations and governments respond to some crises and not to others and considers the critique of humanitarian assistance and the ways in which the UN and NGO communities have responded and sought to professionalise their activities. The course also looks at how recipients of humanitarian aid respond to these programmes, and in some cases subvert or transform them into quite different projects. Case studies will be drawn primarily from Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the LT.
The course will be taught in the Michaelmas Term and will consist of 10 lectures of 120 minutes each and ten seminars of one-and-a-half hours (various days and times). There will be a two hour revision session in late LT.
Formative coursework: Students will receive feedback on seminar group presentations and have the option to write a practice essay under take-home exam conditions, not exceeding 2,000 words. Essay topics will relate to seminar discussions and lecture material covered to date. Students will receive an indicative grade and written feedback before the end of the term.
Indicative reading: Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' International Review of the Red Cross / Volume 97 / Issue 897-898 / June 2015, pp 77-109. M. Barnett (2011), Empire of Humanity: A History of Humanitarianism, Ithaca: Cornell University Press; M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. Humanitarianism in Question Politics Power and Ethics, Ithaca: Cornell University Press; A. De Waal,1997. Famine Crimes: Politics and the Disaster Relief Industry in Africa. London: James Currey. Loescher (2001) The UNHCR and World Politics, Oxford University Press. D. Rieff (2002) A Bed for the Night: Humanitarianism in Crisis, Vintage/Random House.
Assessment: Take home exam (100%) in the ST.
The paper will be released via the course Moodle site. Please note that as this is a three-day take-home examination, extensions for disabilities will apply in exceptional circumstances. Students who cannot commit to be available for the exam period may NOT register for this course.

DV429 Half Unit Not available in 2017/18
Global Civil Society

This information is for the 2017/18 session.
Teacher responsible: Prof Mary Kaldor
Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Politics, MSc in Health, Community and Development, MSc in Human Rights and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Civil society has come to be considered as an essential element of contemporary global politics, taken either as a normative concept linked to the idea of democracy or as a descriptive concept that refers to the activism of NGOs, social movements, and global advocacy networks. This course provides students with the conceptual and empirical background that allows them to critically engage with the complex debate over global civil society and to assess the potential and the challenges of civil society activism in the context of our increasingly globalising world.
The first part of the course covers the historical evolution of the concept of civil society and the relevance of different interpretation of civil society to our global age. It will include Enlightenment thinkers such as Hobbes, Locke or Adam Ferguson, the Marxist and Hegelian tradition, ideas drawn from classical Islam, and contemporary ways of understanding the concept especially in the Central European revolutions of 1989 and the Middle Eastern revolutions of 2011. The second part of the course is more practical and covers the characteristics, repertoires and impacts of key global civil society actors, such as NGOs, social movements, nationalist groups, religious movements and global advocacy networks; the relevance of the media and Internet activism; as well as the role of global civil society on key issues such as the economic crisis, the War on Terror and democracy.
Our readings cover key texts on civil society and globalisation, NGOs, social movements, nationalist and religious movements and advocacy networks.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
Formative coursework: One non-assessed essay (not more than 1,200 words) during term and at least one presentation.
Indicative reading: A detailed reading list will be presented at the beginning of the term. A basic introductory text is: Kaldor, Mary (2003) Global Civil Society: An Answer to War Cambridge: Polity Press.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Essay (60%, 5000 words) in the ST.
The course will be assessed by one 3-5,000-word-essay (60%) due on the first day of Summer Term. The assessed essay can be an extension of the non-assessed one. A two-hour unseen examination in Summer Term (40%).

DV431
Development Management

This information is for the 2017/18 session.
Teacher responsible: Prof Jean-Paul Faguet CON.8.06, Dr Mayling Birney CON.8.14 and Prof Edwin Brett CON.8.12
Availability: This course is compulsory on the MSc in Anthropology and Development Management and MSc in Development Management. This course is available on the MSc in African Development and MSc in Political Science and Political Economy. This course is not available as an outside option.
Course content: Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development, identify the underlying obstacles to development, and evaluate potential solutions. It focuses on the principles governing the institutions, politics, and organisations through which policies, programmes and projects are produced and implemented. Attention is given to the different kinds of authority, incentives and accountability mechanisms that govern the relationships between leaders, managers and recipients. It reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs, by showing how centralised

bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice. It explores the dynamics of different forms of democratic and authoritarian states, the determinants of good and poor governance, and how social, political and economic forces interact to drive change and stability. In order to enable students to make practical judgments about institutional reform programmes in various contexts, competing approaches to development are critically and constructively analyzed in light of case studies. The course is divided into four parts: (1) Analytical Assumptions, (2) Government and Governance, (3) Private Sector, and (4) Civil Society. On completing the course students should be able to: (i) use theory to identify the causes of actual development challenges, (ii) identify and assess relevant case study material to inform development practice; and (iii) employ the insights developed throughout the course to formulate policy recommendations and plans of action for improving development.
Teaching: 20 hours of lectures, 15 hours of seminars and 15 hours of workshops in the MT. 16 hours of lectures, 12 hours of seminars and 15 hours of workshops in the LT. 3 hours and 30 minutes of lectures in the ST.
There will be an introductory workshop, 18 two-hour lectures and 18 one-and-a-half hour seminars over the Michaelmas & Lent Terms. Students are expected to attend all these sessions. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Seminars will discuss topics covered in the lecture, and will be conducted on the basis either of a student presentation or a class exercise.
MSc in Development Management and MSc in Anthropology and Development students (only) will also take part in and be assessed on the Development Management Project, a live consultancy exercise for real development agencies in consultation with International Development staff. Workshops will be organised to assist student groups to formulate their proposals and negotiate their projects with their commissioning agencies. These students will also be offered mandatory special sessions specifically on practical and professional aspects of the consultancy projects, development management workshops, and a development policy debate.
There will be a three and a half hour revision session in late LT or early ST.
Formative coursework: In the Michaelmas Term, all students are expected to produce one short essay on a topic agreed with an individual tutor, to prepare them for the final exam. In addition, MSc in African Development and MSc in Political Science and Political Economy students are expected to produce a formative case study analysis presentation in MT, to prepare them for their assessed presentation in LT.
Indicative reading: A detailed weekly reading list is provided at the first course meeting. Background readings include: Brett, E.A. (2009) Reconstructing Development Theory; Faguet, JP. 2012. Decentralization and Popular Democracy: Governance from Below in Bolivia. Ann Arbor: University of Michigan Press; Chang, H. 2003, Rethinking development economics, Anthem Press; London, Intermediate Technology; Kohli, A. 2004 State-directed development: political power and industrialization in the global periphery, Cambridge, Cambridge University Press; Linz, J. & A. Stepan, Problems of democratic transition and consolidation, Johns Hopkins; Olson, M. 1982 The rise and decline of nations, Yale University Press; North, D. 1990. Institutions, Institutional Change and Economic Performance. Cambridge University Press. Putnam, R. D. 1993. Making Democracy Work: Civic Traditions in Modern Italy. Princeton: Princeton University Press; Rodrik, D. (Ed.). 2003. In Search of Prosperity: Analytical Narratives on Economic Growth: Princeton University Press; Sen. A., 1999 Development as Freedom. Oxford University Press; Stiglitz, J. 2002 Globalization and its discontents, Allen Lane, 2002; World Bank, World Development Report, 2004, Making services work for poor people, Washington, World Bank.
Assessment: Assessment path 1
Exam (60%, duration: 3 hours) in the main exam period.
Project (40%) in the ST.
Assessment path 2
Exam (75%, duration: 3 hours) in the main exam period.
Presentation (25%) in the LT.
Assessment path 1 is for MSc in Development Management and MSc in Anthropology and Development Management students. Assessment path 2 is for MSc in African Development and MSc in Political Science and Political Economy students. The presentation is a case study analysis presentation in the LT.
Students are required to pass the final exam in the main exam period in order to pass the course. A fail in the exam cannot be condoned by a pass in other elements of assessment.

DV432 Half Unit Not available in 2017/18
China in Developmental Perspective

This information is for the 2017/18 session.
Teacher responsible: Prof Jude Howell CON. 8.11
Availability: This course is available on the CEMS Exchange, MBA Exchange, MPA in International Development, MSc in African Development, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course looks at China from a comparative developmental perspective, locating the discussion of China within the interdisciplinary field of development studies. It examines China's developmental trajectory since 1949, explaining the fundamental shift in developmental path from late 1978 onwards. It considers China's role in the so-called Third World, as a model of innovation, as a voice for developing country concerns and as an important aid donor. It reflects on China's recent achievements in reducing poverty and places these in comparative context. The course considers the governance challenges posed by rapid economic reform, the attempts to reform the Party-state and to manage social tensions. It examines the social dimensions of rapid economic reform and the implications for social policies. It looks at the emergence of NGOs and other forms of civil society organising and considers changing state-society relations. Finally it considers China's role as aid donor and its emergence as a global economic and political power. The course will enable students to obtain an understanding of key developmental issues and discussions about China and to link these discussions to broader debates and theories in development studies.
Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the MT.
In addition, one introductory seminar session in MT and one essay preparation session in MT.
There will be a ninety minute revision session in late LT or early ST.
Formative coursework: Students have the opportunity to receive feedback on a formative essay of 1,500 words. Students will also receive feedback on their seminar performance. Students are welcome to come to course convenor's office hours to discuss any issues.
Indicative reading: Harneit-Sievers, A., Marks, S., and Naidu, S., 2010, Chinese and African perspectives on China in Africa, Pambazuka Press; Jude Howell, 2003, Governance in China. Rowman and Littlefield Inc., Lanham; Ching Kwan Lee, 1998, Gender and the South China Miracle. Two Worlds of Factory Women, University of California Press, Berkeley; Heilmann, Sebastian and Elizabeth Perry, 2011, Mao's Invisible Hand: The Political Foundations of Adaptive Governance in China, Harvard University Press Hung, Ho-fung (ed) (2009) China and the Transformation of Global Capitalism. Baltimore, John Hopkins University Press; Hung, Ho-fung (ed) (2009) China and the Transformation of Global Capitalism. Baltimore, John Hopkins

University Press; Ka Ho Mo and Ray Forrest (eds), 2008, Changing Governance and Public Policy in East Asia, Routledge, New York; Lardy, Nicolas, 2014, Markets Over Mao. The Rise of Private Business in China,Washington, Peter Institute for International Economics; Martin Ravallion and Chen Shaohua, 2004, Inequality and Growth in Modern China, World Bank Development Research Group Poverty Team, Washington D.C.; Theda Skocpol 1994 Social Revolutions in the Modern World, Cambridge University Press; Yao Shujie, 2005, Economic Growth, Income Distribution and Poverty Reduction in Contemporary China, RoutledgeCurzon, London and New York; Gordon White, Jude Howell and Shang Xiaoyuan, 1996, In Search of Civil Society. Market Reform and Social Change in Contemporary China. Oxford University Press, Oxford; M.H. Whyte (ed), 2009, One Country, Two Societies. Rural/Urban Inequality in China.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2500 words) in the ST.

DV433 Half Unit Not available in 2017/18
The Informal Economy and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Kathleen Meagher CON.711
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Contrary to standard development thinking, the informal economy has expanded rather than contracted in the face of liberalisation and globalisation, and now creates more jobs than the formal economy in most developing countries. Accounting for more than 50% of non-agricultural employment across much of the developing world, the informal economy is attracting growing policy attention. Practitioners, policy makers and academics seek a clearer understanding of its impact on poverty, employment, social exclusion, and governance. In a globalising environment, are large informal economies a poverty trap or an engine of growth? Do they stimulate entrepreneurship and popular empowerment, or promote criminality and exploitation? How does a greater understanding of the size and organization of informal economies affect policy on urban service provision, social policy or taxation? What are the implications of the informal economy for social cohesion and popular politics in developing countries?
This course will explore how high levels of informality in developing countries are shaping processes of growth and governance in the global south. The effect of informality on new policy narratives of inclusive growth will be a central theme in the course. Using a comparative institutional approach, we will examine informal economies in a range of regional contexts, including Africa, the Middle East, South and East Asia, and Latin America, highlighting variations in activities, relations with the state, global integration and development outcomes. Key issues covered in the course include the impact of the informal economy on labour markets, weak states, gender empowerment, urban services, social enterprise, social policy, taxation, and popular politics. Attention will be focused on the potential as well as risks of large informal economies in the face of contemporary development challenges, drawing on empirical evidence and comparative case studies from across the developing world.
Teaching: 16 hours and 30 minutes of lectures and 15 hours of seminars in the LT.
There will be a ninety minute revision session in late LT.
Formative coursework: Formative coursework will involve a 2,000 word essay during the term and at least one presentation.
Indicative reading: 1. Portes, Alejandro, Manuel Castells and Lauren A. Benton, eds. (1989) The Informal Economy: Studies in Advanced and Less Developed Countries. Baltimore: John Hopkins University Press.
2. Perry et al. (2007) Informality: Exit and Exclusion, World Bank (available on Google Books).
3. ILO (2013) The Informal Economy and Decent Work: A Policy Resource Guide, Geneva.
4. Guha-Khasnobis, Basudeb, Ravi Kanbur and Elinor Ostrom. 2006. Linking the Formal and Informal Economy: Concepts and Policies. London: Oxford University Press.
5. Breman, J. (2013). At work in the informal economy of India: a perspective from the bottom up. OUP Catalogue.
6. Kuruvilla, S., Lee, C. K., & Gallagher, M. (2011). From iron rice bowl to informalization: Markets, workers, and the state in a changing China. Cornell University Press.
7. Meagher, K. (2010) Identity Economics: Social Networks and the Informal Economy in Nigeria, Oxford: James Currey.
8. Fernandez-Kelly, P. and J. Shefner, eds. (2006) Out of the Shadows: Political Action and the Informal Economy in Latin America. Philadelphia: Penn State University Press.
9. Cooper, Neil and Michael Pugh, with Jonathan Goodhand (2004) War Economies in a Regional Context: The Challenges of Transformation. Boulder: Lynne Rienner.
10. Kinyanjui, Mary Njeri (2014) Women in the Informal Economy in Urban Africa: From the Margins to the Centre. London: Zed Books.
11. Kabeer, Naila (2008) Mainstreaming Gender in Social Protection for the Informal Economy. London: Commonwealth Secretariat.
12. Levy, Santiago (2008) Good Intentions, Bad Outcomes: Social Policy, Informality and Economic Growth in Mexico. Brookings Institution.
13. Lindell, I. (2010) Africa's Informal Workers: Collective Agency, Alliances and Transnational Organizing in Urban Africa. London: Zed Books.
14. Murphy, J. T., & Carmody, P. (2015) Africa's information revolution: technical regimes and production networks in South Africa and Tanzania. John Wiley & Sons.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 3000 words) in the ST.

DV434 Half Unit Not available in 2017/18
Human Security

This information is for the 2017/18 session.
Teacher responsible: Prof Mary Kaldor
Dr Iavor Rangelov
Availability: This course is available on the MSc in African Development, MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy, MSc in Social Research Methods and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
No more than 5 students, per academic year, can be accepted from programmes other than the listed programmes. Capped at 30 students, first come, first served in order of priority.
Course content: This inter-disciplinary course will introduce students to the concept of human security. Human security refers to the security of individuals and communities as opposed to the security of the state. It combines physical security and material security; freedom from fear and freedom from want. The course will introduce students to the debates about the concept and its relevance in the contemporary era. It will combine political, military, legal and economic approaches to human security implementation. The course will cover topics including:; intellectual foundations and debates over the concept of human security; new and old wars; persistent conflict; just war thinking and whether it can be applied to human security; international humanitarian law and human rights law; humanitarian intervention and the Responsibility to Protect; international capabilities for human

security; counterinsurgency, stabilisation, and statebuilding; transitional justice.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
One Day Conference where group projects will be presented to peers and invited external experts
Formative coursework: Students will be expected to undertake class essays, class presentations, and a case study based group project. Students will receive feedback on all of these.
Indicative reading: Mary Kaldor, New and Old Wars: Organised Violence in a Global Era, Polity Press, 3rd edition 200612; Shannon Beebe and Mary Kaldor, The Ultimate Weapon is no Weapon: Human Security and the New Rules of War and Peace, Public Affairs, 2010; Christine Chinkin and Mary Kaldor, New Wars and International Law, Cambridge University Press 2017; Ruti Teitel, Humanity's Law, Oxford University Press, 2011; Marlies Glasius and Mary Kaldor, eds, A Human Security Doctrine for Europe, Routledge, 2005; World Development Report 2011: Conflict, Security, and Development, World Bank, 2011; Human Security Report 2005, University of British Columbia, 2005; Human Security Now: Report of the Commission on Human Security, Co-Chairs S Ogata and A Sen, United Nations, 2003; A Human Security Doctrine for Europe: From Hybrid Peace to Human Security: Rethinking EU Startagey Towards Connflicct The Berlin Report of the Human Security Group 2016; G. Evans, M. Sahnoun, et al., The Responsibility to Protect: Final Report of the International Commission on Intervention and State Sovereignty, Ottawa, 2001; Independent International Commission on Kosovo, The Kosovo Report, Oxford University Press, 2001.
Assigned reading will be given for each session.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

DV435 Half Unit
African Political Economy

This information is for the 2017/18 session.
Teacher responsible: Prof Catherine Boone
Availability: This course is compulsory on the MSc in African Development and MSc in Comparative Politics. This course is available on the CEMS Exchange, MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Management, MSc in Development Studies and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This class is an introduction to the study of contemporary African political economy. The goal is to set major questions of state, national economy, development in historical, geographic, and international context. Course readings and lectures stress marked unevenness in national and sub-national trajectories and in the political-economic character of different African countries, drawing attention to causes of similarity and difference across and within countries. Students will come away with a better understanding of the economic and social underpinnings of order and conflict in African states.
Teaching: 20 hours of lectures and 15 hours of classes in the MT. 2 hours of lectures in the LT.
There will be a revision session in LT.
This course shares lectures with GV335 African Political Economy. Seminar classes are separate for postgraduate students.
Formative coursework: Optional formative essay due in November.
Indicative reading: Celestin Monga and Justin Yifu Lin, eds., The Oxford Handbook of Africa and Economics, Vol. 2, Politices and Practices (OUP 2015). David E. Bloom, Jeffrey D. Sachs, Paul Collier, Christopher Udry, "Geography, Demography, and Economic Growth in Africa," Brookings Papers on Economic Activity, vol. 1988, n. 2 (1998): 207-295. Fouad MAKKI, "Postcolonial Africa and the World Economy: The Long Waves of Uneven Development," Journal of World-Systems Research, 21/1 (2014): 124-146. Benno J. Ndulu, "The Evolution of Global Development Paradigms and their Influence on African Growth [through policy]," in Benno J. Ndulu et al, The Political Economy of Economic Growth in Africa: 1960-2000, (Cambridge: Cambridge University Press, 2008), pp. 315-345. Fred Cooper, Africa Since 1940 (Cambridge: Cambridge University Press, 2002). Keith Hart, The Political Economy of West African Agriculture (Cambridge: Cambridge University Press, 1982). Jeffrey Herbst, States and Power in Africa (Princeton: Princeton University Press, 2000). Samir Amin, "Underdevelopment and Dependence in Black Africa: Origins and Contemporary Forms," Journal of Modern African Studies, 10.4 (1972): 503-24. Mahmood Mamdani, Citizen and Subject: Africa and the Legacy of late Colonialism (Princeton: Princeton University Press. 1996). Catherine Boone, Property and Political Order in Africa (Cambridge: Cambridge University Press, 2014). J.F. Ade Ajayi, "Expectations of Independence," Daedalus, vol. 111, n. 2 (1982): 1-9. Kate Meagher, Identity Economics, Social Networks and the Informal Economy in Africa (James Currey 2010). Thandika Mkandawire, "Thinking about Developmental States in Africa," Cambridge Journal of Economics, 25 (2001): 289-313. Abiodun Alao, Natural Resources and Conflict in Africa: The Tragedy of Endowment (Rochester, NY: University of Rochester Press, 2007). Jean-Paul Azam, "The Redistributive State and Conflict in Africa," Journal of Peace Research 38/4 (2001): 429-444.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 3000 words) in the LT.

DV442 Half Unit
Key Issues in Development Studies

This information is for the 2017/18 session.
Teacher responsible: Dr Elliott Green
and other ID staff
Availability: This course is compulsory on the MSc in African Development, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Political Economy of Late Development, MSc in Population and Development and MSc in Urbanisation and Development. This course is not available as an outside option.
Course content: This course provides an overview of the key issues and debates in international development. It features lectures from leading LSE experts on subjects such as climate change, conflict, poverty, the financial crisis, demography and democratisation, among other topics.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the LT.
Formative coursework: Students will give at least one class presentation.
Indicative reading: The following are recommended basic readings for the course: A. Deaton, The Great Escape: Health, Wealth and the Origins of Inequality (Princeton University Press, 2013). D. Acemoglu and J. Robinson, Why Nations Fail: The Origins of Power, Prosperity and Poverty (Profile, 2012). A Sen, Development as Freedom (Anchor, 1999).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.

DV445
Research Themes in International Development

This information is for the 2017/18 session.
Teacher responsible: Prof Duncan Green
Availability: This course is compulsory on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.
It is a compulsory course for all ID students.
Course content: The objectives of the course are: a) to introduce students to the practical world of development which will both facilitate their `career paths' and also prepare them for the consultancy projects by becoming more familiar with how such organisations think and work; b) to introduce students to the interface between policy practice and development academe. Each week speakers from different development organisations will speak to students about policy and research work in their organisation, how their organisation uses research and for what purposes, and some of the hot topics.
Teaching: 20 hours of lectures in the LT.
Assessment:
This course is not assessed

DV447 Half Unit Not available in 2017/18
Public Affairs, International Development and Gendered Violence

This information is for the 2017/18 session.
Teacher responsible: Dr Rochelle Burgess and Dr Holly Porter
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Development Studies and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Previous study of the social sciences or humanities is preferred.
Course content: The framework for this course will see economic, social and private aspects of development and public policy as reference points to examine silences, biases and analyses of sex and violence against women. We will consider the sexually informed constructions of women's place in the home and in the public sphere, how development and public policy make assumptions about control over women's bodies, and the ways in which such are challenged or reinforced. We will look at war and conflict, humanitarian work and times of 'peace'. We will examine assumptions and judgements about (hetero)-sexuality, sexual control (by the self and by others) and how these have been drawn on by policy-makers and other actors, both in the public and domestic spheres. There will be discussions about the labour market and workplace, education, the household, family, marriage, reproduction and father-/motherhood and health. Violence – both physical and sexual – will be given attention. We will also explore issues relating to identity, religion and culture and power in relation to the grounding of concepts and expectations that infuse not only private life but also the thinking of policy-makers.
Teaching: 15 hours of lectures and 15 hours of classes in the LT. There will be a ninety minute revision session in late LT or early ST.
Formative coursework: Students will be expected to write a short paper of 800-1000 words on the topic on which they will lead a class.
Indicative reading: Burgess, R., & Campbell, C. (2016). Creating social policy to support women's agency in coercive settings: A case study from Uganda. Global public health, 11(1-2), 48; Bott S ,Morrison A, Ellsberg M,(2005) Preventing and responding to gender-based violence in middle and low-income countries a global review and analysis, World Bank; Engels F, (1884) The Origin of the family, private property, and the state; Khalid Hosseini (2007) A Thousand Splendid Suns, Bloomsbury or Andre Brink (2012) Philida, Harvill Secker; Nussbaum, M (2011) Creating Capabilities: The Human Development Approach, Harvard University Press; Sen, A (2000) Development as Freedom, Oxford: Oxford paperbacks; Sen, P, (2003) Successes and Challenges: Understanding the Global Movement to end Violence against Women, in Global Civil Society yearbook, Anheier H, Glasius M, Kaldor M (eds); Tamale, S. (2011). African Sexualities, A reader. Cape Town: Pambazuka Press.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Essay (20%, 2000 words) in the LT.

DV448 Half Unit
Political Economy of Development I

This information is for the 2017/18 session.
Teacher responsible: Dr Lloyd Gruber CON.6.03
Availability: This course is compulsory on the MPA in International Development. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and MSc in Development Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This half-unit MT course explores why governments and organisations pursue the development policies they do. Whenever experts get together to debate development policy, attention usually focuses on what all the relevant actors should be doing: Which policies should the leaders of developing countries be adopting (or discarding) to stimulate growth and reduce poverty? What new trade or aid strategies should policymakers in the industrialised world be implementing to help poorer countries develop? What should world leaders be doing to address climate change? In practice, however, people in positions of power do not always pursue the policy agendas that well-intentioned development experts say they should. Rather than let this be a source of frustration, students who take this course will come away with a deeper understanding of the political incentives that drive development forward, or sometimes backwards, in the real world. Attention will focus on the political pressures that motivate and constrain development policymakers at all levels of government - local, national and global - and across all sectors of the economy - public, private and non-profit. Students will be exposed to a wide variety of political economy concepts along the way. There will also be opportunities for students to apply these concepts to concrete cases of development management and mis-management. Why do the governments of some developing countries take good care of poor rural families and their children, for example, while other governments privilege urban elites? Why have inclusive democratic institutions taken root in some developing countries but not in others? If you are curious about the larger political forces driving some developing countries ahead while others stagnate or decline - and you want more experience putting cutting-edge political economy theories to work in solving current development problems - this course is for you.
Teaching: 22 hours of lectures and 16 hours and 30 minutes of seminars in the MT.
There will be a revision session before the take-home exam.
Formative coursework: Each student will be expected to deliver one practice presentation during the first few weeks of the course. Students can expect detailed feedback on the substance of these presentations as well as their delivery (presentations

will be videoed where possible). Each student will also be invited to submit an individually-authored policy memo on one of two different questions distributed in week 2. These memos will be handed back - with comments - shortly thereafter.

Indicative reading:

1. Paul Collier, The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It (Oxford, 2007)
2. Daron Acemoglu and James A. Robinson, Why Nations Fail: The Origins of Power, Prosperity, and Poverty (New York: Crown Publishers, 2012).
3. Lloyd Gruber, Ruling the World: Power Politics and the Rise of Supranational Institutions (Princeton, 2000)
4. Laurie Garrett, 'Ebola's Lessons: How the WHO Mishandled the Crisis', Foreign Affairs, vol 94, no. 5 (2015), pp. 80-107
5. Robert Wade, Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization (Princeton, 2003)
6. Michael Ross, 'Is Democracy Good for the Poor?' American Journal of Political Science, vol 50, no. 4 (2006), pp. 860-874
7. Lloyd Gruber and Stephen Kosack, "The Tertiary Tilt: Education and Inequality in the Developing World", World Development 54 (2014) pp 253-272

Assessment: Essay (15%) and presentation (15%) in the MT.
Take home exam (70%) in the LT.
All students will be required to take part in a Development Policy Application (DPA) project stretching over several weeks of the course. A specific – and current – issue of major importance to developing countries will be introduced in the first week of this exercise. Each student will then be asked to prepare an individually-authored policy memo on the topic. This memo will be worth 15% of the overall course mark.
In the second part of the exercise, students will be randomly assigned into small groups and begin preparing a jointly-delivered oral presentation outlining and defending their group's preferred policy. These presentations will take place towards the end of the term and will count for a further 15% of the overall course mark.
A final take-home examination will be administered via Moodle on the Friday of week 0 of Lent Term. Students will have a 12-hour window (from 09.00-21.00 GMT) within which to access the exam questions and complete the exam. Once they have logged into Moodle and downloaded the exam questions, students will have 2 hours and 30 minutes to prepare and upload their answers.
The exam will consist of two equally-weighted essay questions, one from Part A (broad thematic questions) and one from Part B (specific topics). Both questions will encourage students to think creatively about the ideas and arguments presented in the course. No outside research will be required. This last component of the assessment will count for 70% of the overall course mark.

DV449 Half Unit
Political Economy of Development II

This information is for the 2017/18 session.
Availability: This course is compulsory on the MPA in International Development. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and MSc in Development Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Building upon the theoretical material and applications introduced in the MT course Political Economy of Development I, this course emphasizes politics on the ground in developing countries. We will pay close attention to actors, interests, institutions, and power. Understanding the politics of policymaking is critical for development specialists and policy practitioners. Policies recommended by technical experts are not always politically feasible, and progress may require implementing second-best solutions. Moreover, approaches that work in one case may not work in another. Drawing on real-world examples from a range of policy domains, we will discuss strategies for enacting pro-development reforms.
Upon completing the course, students can expect to (1) be able to critically engage with the key debates in international development, (2) be able to identify political constraints that may impede implementation of pro-development policies, (3) apply political economy theories to explain 'real world' cases of development policy successes and failures, and (4) design strategies that can help make pro-development policies more politically feasible in a given country context.
Teaching: 22 hours of lectures and 20 hours of seminars in the LT.
Formative coursework: Students will receive feedback on formative assignments in seminars that will prepare them for the assessed DPA at the end of the term.
The two-hour revision session in LT will prepare students for the assessed exam.
Indicative reading: 1 Nicolas van de Walle. 2003. "Presidentialism and Clientelism in Africa's Emerging Party Systems." Journal of Modern African Studies 41 (2): 297-321. 2 Thachil, Tariq. 2011. "Embedded Mobilization: Non-state Service Provision as Electoral Strategy in India." World Politics 62 (3): 434-69. 3 Tasha Fairfield. 2013. "Going Where the Money Is: Strategies for Taxing Economic Elites in Unequal Democracies," World Development 47 (July), pp. 42-57.
Assessment: Exam (60%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Other (40%) in the LT.
All students will be required to take part in a Development Policy Application (DPA) project stretching over several weeks of the course. An issue of major importance to developing countries will be introduced early in the term. Students will be assigned into small groups, and each group will pick a country of its choice for the project. The DPA will count for 40% of the course mark.
A cumulative, 2-hour final exam will be given in the Summer Term. The exam will count for 60% of the course mark.

DV450 Half Unit
Policy, Bureaucracy and Development: Theory and Practice of Policy Design, Implementation and Evaluation

This information is for the 2017/18 session.
Teacher responsible: Dr Adnan Khan 4.03A, 32LIF
Teaching assistant: Dr Geoff Goodwin CON.8.15
Availability: This course is available on the CEMS Exchange, MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Some knowledge of economics, especially microeconomics, is desirable but not essential.
Course content: The course will start with an introduction to policy and bureaucracy in the developing world, discussing how thinking on bureaucracy has changed and showing how cutting-edge research is helping us gain a better understanding of how states operate and perform. The first part of the course covers personnel economics and in particular incentive mechanisms and issues around selection of bureaucrats. The principal-agent model is introduced and applied to explore how best to recruit, train, motivate and monitor bureaucrats. Since policy formulation and implementation are embedded in politics, the course then covers political economy of government performance and introduces the long and short routes of accountability. Given the trade-off

in delegation, the course explores the conditions under which politicians delegate to bureaucrats and hold them accountable for performance. The course then covers how evidence can inform formulation of policies.
The final part of the course will explore opportunities for pro development policy change along several dimensions. Building on the analysis from the earlier parts covering personnel economics and political economy, we explore what incentive structures are required to encourage bureaucrats and politicians to introduce and successfully implement pro-development policy. Drawing on the latest research in the field, we then explore when policy actors can effectively use evidence to inform policy decisions and discuss cases where good evidence is produced, understood and acted upon to shape policy in critical ways. The course concludes with a discussion on creating, identifying and building on opportunities for policy change.
The course is aimed at anyone who is interested in public policy, economic development, and building more effective governments that are accountable to their citizens. It balances theory and practice and draws on policy questions and examples from the real world. The course is designed to engage development professionals and anyone interested in public policy in thinking more deeply about policy challenges and finding feasible solutions. The instructor brings to the class 15 years of experience as a bureaucrat in different policy positions and 10 years as a researcher, catalyser of other people's research and as someone who connects research and policy worlds on growth and development. The teaching assistant adopts innovative approaches to teaching and learning, drawing on his diverse research experiences in the developing world.
Teaching: 22 hours of lectures and 16 hours and 30 minutes of seminars in the MT.
Formative coursework: Students will be required to present in at least one seminar and will also be expected to write a formative policy memo and essay plan. Feedback will be provided on all elements of formative coursework.
Indicative reading: James Q. Wilson, Bureaucracy: What Government Agencies Do and Why They Do It (New York: Basic Books, 1989). Cristina Corduneanu-Huc, Alexander Hamilton and Issel Masses Ferrer, Understanding Policy Change: How to Apply Political Economy Concepts in Practice (Washington D.C.: World Bank Publications, 2012). Finan, Frederico, Benjamin Olken, and Rohini Pande, The Personnel Economics of the State (The Handbook of Field Experiments, 2015). Edward P. Lazear and Michael Gibbs, Personnel Economics in Practice (John Wiley & Sons Inc, 2009). Paul J. Gertler et al, Impact Evaluation in Practice, (Washington D.C.: The World Bank, 2011). Matt Andrews, Lant Pritchett and Michael Woolcock, Building State Capability: Evidence, Analysis, Action (Oxford University Press 2017). Carden, Fred, Knowledge to Policy: Making the Most of Development Research (International Development Research Centre, Sage Publications, Ottawa 2009). John D. Huber and Charles R. Shipan 'Politics, Delegation and Bureaucracy' in Barry R. Weingast and Donald A. Wittman, 2006, The Oxford Handbook of Political Economy, Oxford University Press. Khan Adnan, Asim Khwaja, and Benjamin Olken. 2016. 'Tax Farming Redux: Experimental Evidence on Performance Pay for Tax Collectors', Quarterly Journal of Economics. Duflo, Esther et al. 2013. 'Truth Telling by Third-Party Audits and the Response of Polluting Firms: Experimental Evidence from India.' Quarterly Journal of Economics 128 (4): 1499-1545.
Assessment: Essay (50%, 4000 words) in the LT.
Project (35%) and other (15%) in the MT.
Individual essay (50%) in the LT
4,000 words paper that applies the concepts and framework of the course to a specific topic. Students to submit essay beginning of LT.
Group project (35%) in the MT
Group project on a pre-approved topic. Involves a group presentation and the submission of a short policy brief (2-3 pages) in Week 11.
Policy memos (15%) in the MT
Students will write two brief policy memos (2-3 pages) which apply the concepts covered on the course to particular empirical cases, with the first memo formative and not formally assessed. The memos will be submitted in Week 6 and Week 10.

DV453 Half Unit
Humanitarian Consultancy Project

This information is for the 2017/18 session.
Teacher responsible: Dr Tiziana Leone, Dr Tayyab Safdar and Dr Georgina Pearson
Availability: This course is compulsory on the MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.
This course is also available as an option on the MSc in Development Studies although places are strictly limited.
Course content: Students work on a consultancy report in Michaelmas Term and Lent Terms.
Students will gain practical experience of dealing with current policy issues and best practice in the fields of humanitarian assistance or international development by working on a live consultancy team project for a real. The consultancies are based around an experiential learning format. Students also receive guidance through a series of three workshops in the Michaelmas Term and a supervision process.
Students will be allocated to consultancy teams comprising between three and five people. Students are able to express preferences for particular clients but may not be allocated to one of these. Past project sponsors have included the UK Department of International Development (DFID), the ICRC, MSF, the Disasters and Emergency Committee (DEC), Christian Aid, the UK Stabilisation Unit and NATO.
The consultancy project begins in Michaelmas Term with client reports due at the end of Lent Term. The client report and final presentation form part of the assessment.
Consultancy Skills Workshops - There will be a series of three skills-oriented lecture and group work sessions (each lasting three hours).
Teaching: 9 hours of lectures and 6 hours of workshops in the MT.
Formative coursework: Students will contribute to the Group inception, interim and final reports/presentations and will be given feedback and indicative grades for each of these. At the end of Michaelmas Term there is a progress board for each consultancy group.
Indicative reading: John Rowley and Frances Rubin, 'Effective Consultancies in Development and Humanitarian and Humanitarian Programmes' (Oxfam: Oxford: 2006); Michael Bamberger, Jim Rugh and Linda Mabry, 'Real World Evaluation: working Under Budget, Time, Data and Political Constraints' (Sage: London, 2012); Michael Quinn Patton, 'Utilization Focused Evaluation' 4th Edition (Sage: London, 2008); Michael Edwards and Alan Fowler, 'NGO Management' (Earthscan: Oxford, 2002); Eric James 'Managing Humanitarian Relief: An Operational Guide for NGOs' (Practical Action Publishing: Rugby, 2008)
Assessment: Project (80%, 6000 words), other (10%) and presentation (10%) in the LT.
The other assessment is a 360 degree reporting and mentor assessment (10%) presentation (10%) in the LT.
Consultancy group project report (6000-10000 words depending on the client's terms of reference and student group size) , submitted at the end of Lent Term
Consultancy group presentation to clients: (10%) at the end of Lent Term
Final client presentations are at the end of the Lent Term and are scheduled by the students in consultation with academic staff AND the clients. Students should be aware that presentations to clients MAY have to take place during the first week of Easter Vacation. They will be informed as soon as possible, but should not make any travel plans until presentation dates are confirmed

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DV454 Half Unit

Gender, labour markets and social change in the Global South: theory, evidence, public action

This information is for the 2017/18 session.
Teacher responsible: Prof Naila Kabeer
Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: N/A
Course content: One of the longest running debates within the feminist literature, and one that has been replayed in the field of gender and international development, relates to the relationship between women's access to labour market opportunities and their position within the family and community: the exploitation versus emancipation argument. These debates have been given fresh lease of life in the development literature as a result of the growing feminisation of labour markets in recent years in most regions of the Global South. They have been further complicated by additional claims that have had a great deal of traction in policy circles that greater gender equality in the labour market has enormous growth as well as emancipatory potential: 'the smart thing to do as well as the right thing to do'. At the same time, a great deal of feminist literature as well as international campaigns, like the anti-sweatshop movement, highlight the extremely exploitative terms on which most women take up paid work and contest the view that increased access to paid work has been empowering for women. At the heart of these conflicting positions are conflicting views about how power, privilege, choice and agency play out in the market place.
This course will be organized around these debates. It aims to equip students with the ability to analyse and assess the competing claims around this critical set of issues by providing them with a firm grounding in theory, evidence and public action relating to gender and labour markets in the Global South.
It will meet this objective through three main components.
The **first component** will focus on the different positions within these debates, the claims around the empowerment potential of labour market participation and the claims around growth. It will examine key concepts and theories relating to gender, households and labour markets which provide the underpinning to these claims. It will consider how inequality, power and difference is dealt with in these theories. It will also examine the different definitions of 'work' which feature in these theories and the extent to which they capture labour markets and livelihood strategies in different regions of the Global South.
The **second component** will draw together the empirical literature to consider the evidence relating to gendered patterns of labour market participation in different regions of the world. It will start out with a broad-brush account of the changes that have taken place in domestic and global labour markets over the last few decades and then consider in greater detail how these markets function at the local level in low and middle income countries. It will also analyse how market forces are restructuring some of the intimate aspects of family relations through the commodification of services that were previously provided as part of the marital contract. It will conclude by considering what these changing dynamics of the labour market tell us about women's position within their families and the wider society and revisit the arguments about gender and growth.
The **third component** will evaluate various forms of public action by policy, corporations and civil society actors that have been taken up in response to their positions with regard to the gender dynamics in the economy. These include policy measures to promote greater gender equality in the labour market, minimum wage legislation, social protection and corporate social responsibility, anti-sweatshop movements, new forms of unionism and feminist activism.
Teaching: 16 hours and 30 minutes of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be required to submit a 1500 essay which will not count towards their final marks but which will allow them to receive feedback on their ability to read critically,to synthesise arguments and to ensure that their writing style meets the standards required by the school.
Indicative reading: Beneria, L., G. Berik and M.S. Floro (2016) Gender, Development and Globalization: Economics as if people mattered London: Routledge World Bank (2012) World Development Report, 2012: Gender Equality and Development Washington: World Bank. Kudva, N. and L. Beneria (eds.), Rethinking Informalization: Precarious Jobs, Poverty and Social Protection. Ithaca, NY: Internet-First University Press. Available at D-Space Repository at Cornell University, http://hdl.handle.net/1813/3716. Zainudeen, A. , T. Iqbal and R. Samarajva (2010) 'Who's got the phone? Gender and the use of the telephone at the bottom of the pyramid' New Media and Society Vol 12 (4): 549-566. Minniti, M. and W. Naude (2010) What do we know about the patterns and determinants of female entrepreneurship across countries? European Journal of Development Research (2010) 22, 277–293. doi:10.1057/ejdr.2010.17. Dunway, W. (2014) Gendered commodity chains: seeing women's work and households in global production Stanford University Press: Stanford. Parreñas, Rhacel Salazar (2015) Servants of globalization: migration and domestic work Standford University Press. Kotiswaran, Prabha. (2011) Dangerous sex, invisible labour: sex work and the law in India Princeton: Princeton University Press. Dolan, C. and D. Rakak (2015) The anthropology of corporate social responsibility Berghahn Books. UN Women (2015) Transforming economies, realizing rights New York: UN Women. Kabeer, Naila, Kirsty Milward and Ratna Sudarshan. (2013). Organizing Women Workers in the Informal Economy. Beyond the Weapons of the Weak. Zed Press, London.
Assessment: Essay (80%, 4000 words) and essay (20%, 2000 words) in the ST.
Assessment 1 addresses Intended Learning Outcomes 1, 2 and 3
Assessment 2 addresses Intended Learning Outcomes 3 and 4

DV455 Half Unit

Advocacy, Campaigning and Grassroots Activism

This information is for the 2017/18 session.
Teacher responsible: Prof Duncan Green
Dr Duncan Green is Professor in Practice in the International Development Department, and Senior Strategic Adviser at Oxfam GB, an international NGO. His blog, From Poverty to Power (http://oxfamblogs.org/fp2p/) is one of the most widely read international development blogs. His most recent book, How Change Happens (OUP, 2016) is the core text for this course.
Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies and MSc in Population and Development. This course is not available as an outside option. The course will be offered in Lent term and capped at 30 students. In case the number of applicants exceeds this number, applicants will be asked to submit 200 words on their background and why they want to take the course, to be assessed against interest, experience and passion. Access to the course is underpinned by equality of inclusion and this includes the criteria for entry. All students who meet the School requirements for masters level learning and submit an application will be considered on the strength of criteria that embrace equality and diversity.
Course content: There are two blocks in this course:
1. Understanding How Change Happens, including systems thinking and power analysis
2. The analytical frameworks used by INGOs and other change agents
This course introduces students to some of the analytical

frameworks and practical techniques used by INGOs such as Oxfam (where the course leader is senior strategic adviser) and other activists (broadly defined, including 'change agents' in governments and the private sector) in influencing political, social and economic policy and practice.
Lectures will introduce the importance of systems thinking and power analysis in understanding and influencing processes of change and the role of civil society and advocacy in driving such change.
These will be used to explore how activists and activist organizations use 'theories of change' as an organizing tool for influencing.
The course is designed for students who have been, or intend to become, active in driving change, whether as members of civil society organizations, in government, in aid donors or in the private sector. You will develop your understanding both of endogenous change processes in developing countries, and the role and limitations of deliberate efforts to bring about political, social and economic change.
Students will be asked to come with an initial idea for an influencing exercise (for example a campaign, policy reform, or effort to shift public attitudes) and will apply the coursework to that case study, developing a Theory of Change at the end of the term that will be assessed.
Students will be required to produce a blog post and vlogs (video blogs, as part of group work) summarizing their individual and group projects, which will also be summatively assessed (students will receive a 'blogging for beginners' lecture on writing for impact)
Teaching: 15 hours of lectures and 20 hours of seminars in the LT.
Teaching will consist of a combination of lecture presentations, involving powerpoint, video and group discussion, and seminar discussions. There will be one lecture of 90 minutes each week of term. This will be followed up by 60 minutes of seminar work. Reading week will occur in week 6, during which time there will be extended office hours available
Formative coursework: Students will be asked to submit initial proposals (1000 words max) for their individual assignments in week 6, for feedback from the course leader.
First drafts of the group assignment will be presented in seminars in weeks 6, 7 & 8 for verbal group/tutor feedback
Indicative reading: Course Text: Green, D. 2016. 'How Change Happens'. Oxford University Press. M. Andrews, L. Pritchett and M. Woolcock, Building State Capability, (Oxford: OUP, 2017).
R. Chambers, Revolutions in Development Inquiry (London: Earthscan, 2008). M. Edwards, Civil Society, 3rd edition (Cambridge: Polity, 2014). J, Ferguson, The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho, (University Of Minnesota Press, 1994). M. Lockwood, The State They're In: An Agenda for International Action on Poverty in Africa (London: ITDG Publishing, 2005). D. Meadows and D.H. Wright, Thinking in Systems: A Primer (Abingdon: Routledge, 2009). S. Popovic, Blueprint for Revolution: How to Use Rice Pudding, Lego Men, and Other Nonviolent Techniques to Galvanize Communities, Overthrow Dictators, or Simply Change the World (New York: Spiegel & Grau, 2015). A. de Waal, Advocacy in Conflict: Critical Perspectives on Transnational Activism (London: Zed Books, 2015). World Bank, The World Development Report 2017: Governance and the Law (Washington DC: World Bank, 2017). J. Gaventa and R. McGee, Citizen Action and National Policy Reform: Making Change Happen (London: Zed Books, 2010). D. Green, 'Fit for the Future? Development Trends and the Role of International NGOs', Oxfam Discussion Paper (Oxford: Oxfam GB, June 2015). D. Hudson, H. Marquette and S. Waldock, Everyday Political Analysis, Developmental Leadership Program (DLP) (Birmingham: University of Birmingham, 2016). A. Rao, J. Sandler, D. Kelleher, and C, Miller, Gender at Work: Theory and Practice in 21st Century Organizations (Abingdon, Oxford: Routledge, 2016). C. Valters, Theories of Change: Time for a Radical Approach to Learning in Development (London: Overseas Development Institute, 2015)
Assessment: Project (45%, 2500 words), coursework (25%, 2000 words) and coursework (15%, 500 words) in January.
Blog post (5%), presentation (5%) and blog post (5%) in the MT.
The summative assessment will consist of two assignments:
a) Individual project proposals for an influencing project (individual) will be formatively assessed and feedback given. This will then inform the final project that will be summatively assessed in January. A blog or Vlog of the project will also be produced and summatively marked.
b) Historical case study (as groups of 4 or 5). Group membership will be assigned in advance. Students will select from a range of historical change episodes – assign the groups, then give them a range of options and let them choose). Assessment will be in three parts - the shared written summary; individual written self-reflection; a shared group presentation and an individual blog or vlog will be produced, drawn from the group project and summatively marked.

DV456 Half Unit
Planning for Population and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Tiziana Leone
Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Global Health, MSc in Global Population Health, MSc in Health and International Development, MSc in Population and Development, MSc in Social Policy (Research) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Some familiarity with personal computers is required, but a high degree of technical proficiency is not required.
Course content: The course is practical in nature and overviews key methods used for planning in population and development. Key questions which will be answered in this course are: what is the future of the world population; What are the family planning needs of couples in low income countries; what will be the number of newly HIV infected in the next 15 years; what is a sustainable population growth.the focus will be both on producing information as well as on searching and understanding data provided by key international agencies. Relevance will be given to methods used for assessing the implications of high levels of mortality in developing countries with specific reference to the HIV/AIDS pandemic; as well as the assessment of high fertility levels due to low uptakes of family planning methods. The approach is practical and complements the more theoretical population courses giving additional skills such as an understanding of key international projections and estimates. Students will undertake a number of computer-based assignments (using either Excel or Spectrum) which will follow the topics highlighted during the lectures. The course covers concepts used for population analysis; the role of population projections in the population planning and development process; the basis of projections made by international agencies such as the UN Population Division; the formulation of projection assumptions and methods of making projections; methods for projecting and assessing the impact of HIV/AIDS and the use of software such as AIM (AIDS Impact Model). The course will also give an overview of projections for particular sub-groups such as households, families, urban, sub-national and labour force ones and of the implications of uncertainty for the planning process. Emphasis will be given to the learning of analytical skills which include data and information searching on the internet as well as presentation of the information.
Teaching: 15 hours of lectures and 20 hours of seminars in the LT.
Formative coursework: Students will be expected to submit a formative essay before the end of term
Indicative reading: Relevant documents will be provided at the start of the course, mainly in the form of electronic documents. Suggested reading are Lutz "The future population of the world"; Cohen " How many people can the earth support"
Assessment: Coursework (50%) in the LT.
Coursework (50%) in the ST.
Assessment will be by two coursework assignments, each of

a maximum of 10 A4 pages, which will involve the formulation, execution and writing up of a project concerned with a model for population planning, which has been agreed with the course teacher.

DV457 Half Unit

Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation

This information is for the 2017/18 session.
Teacher responsible: Dr Ernestina Coast OLDM2.24
Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Health, MSc in Global Population Health, MSc in Health and International Development, MSc in Population and Development, MSc in Social Research Methods and MSc in Women, Peace and Security. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course is deals with the effectiveness of sexual and reproductive health programmes, especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation, addressing questions such as:
What role can the mass media play in communicating reproductive health messages?
What special sexual and reproductive needs do adolescents have?
Should violence against women be considered a reproductive health issue?
How appropriate is social marketing as a means of increasing contraceptive use?
What are the main causes of maternal death?
The course covers a wide range of topics, including: the organisation of programmes; issues of strategic management; personnel training; logistics and commodity supply; the tools of management and evaluation, including management information systems; information, education and communication, including the role of the mass media; innovative approaches to reproductive health education, including an examination of the role of formal education and curriculum content; violence against women as a reproductive health issue; meeting the reproductive health needs of "special" groups, including adolescents and refugees; the use of social marketing; issues of quality in service delivery; techniques for evaluating programme effectiveness.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students are expected to prepare a seminar presentation and an essay (circa 1,500 words) during the term.
Indicative reading: The course is supported by a VLE containing electronic reading lists. There is no single key text.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Coursework (50%) in the LT.
Coursework assignment to be a maximum of 10 A4 pages.

DV458 Half Unit Not available in 2017/18

Demographic Change and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Tiziana Leone OLD 2.56
Availability: This course is available on the MSc in Development Studies, MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Population Health, MSc in Health and International Development, MSc in Population and Development, MSc in Social Policy (Research), MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course provides an up-to-date and comprehensive account of demographic change and population trends in lower income countries by looking at recent changes in fertility, mortality and migration. The course considers the implications of these trends and some of the key demographic issues in these countries.
Topics that are covered include:
• The impact of education on changes in mortality and fertility
• Demography and gender
• Infant, child and maternal mortality
• Urbanisation and urban growth
• Communicable diseases
• The effects of changing age structures
No previous demographic knowledge is required.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students are expected to prepare a seminar presentation and a formative essay (circa 1,500 words) during the term.
Indicative reading: The course is supported by a VLE containing electronic reading lists. There is no single key text and a detailed electronic reading list will be provided.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Coursework (50%) in the ST.
Coursework assignment to be a maximum of 10 A4 pages.

DV459

Dissertation: Population and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Ernestina Coast and Dr Tiziana Leone
Availability: This course is compulsory on the MSc in Population and Development. This course is not available as an outside option.
Course content: The purpose is to allow students to explore a particular research topic in depth.
Arrangements for Supervision
An Academic Advisor will be appointed to advise each student. Students should also attend SA4C1.
Selection of Topic
The topic of the dissertation is selected in consultation with the student's Academic Advisor.
Teaching: 3 hours of seminars in the MT. 2 hours of seminars in the LT.
Assessment: Dissertation (100%) in September.
The length of the dissertation should be 45 pages maximum.

DV483 Half Unit

Information Communication Technologies and Socio-economic Development

This information is for the 2017/18 session.
Teacher responsible: Dr Shirin Madon CON.8.13
Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in Management of Information Systems and Digital Innovation and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This is an interdisciplinary course about understanding the role played by Information & Communication

Technologies (ICTs) towards achieving developmental goals. We begin by reviewing dominant theoretical perspectives on development identifying assumptions held about the role of information, communication and technologies. Using this as our critical frame of reference, we focus on a variety of current topics including global software outsourcing, e-commerce/ m-commerce, ICT and smallholder agriculture, ICT and education, e-government and telecentres, health informatics, ICT and collective action, ICT and humanitarianism.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. In addition, there will be a one hour revision session in late LT.
Formative coursework: Students will be invited to submit an abstract of their summative essay for written comments.
Indicative reading: Avgerou, C. (2010) Discourses on ICT and Development, Information Technologies and International Development, 6, 3, pp. 1-18. Brown, A. and Grant, G. (2010) Highlighting the Duality of the ICT and Development Research Agenda, Information Technology for Development, 16, 2, pp. 96-111.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 3000 words) in the ST.

DV490 Half Unit

Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development

This information is for the 2017/18 session.
Teacher responsible: Dr Diana Weinhold
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Enrolment will be controlled through the use of a pre-quiz.
Course content: This course explores the foundations of applied macroeconomic policy analysis by combining a rigorous introduction to advanced quantitative methods with applications to the theory and empirics of long-run growth in developing countries. Throughout the course, lectures provide analytical but non-technical overviews of broad themes in long-run growth and development policy, with a strong emphasis on how the body of knowledge has evolved over time via the synthesis of theoretical advances and rigorous empirical testing. Topics including growth theory, institutions and history, economic geography, globalization, balance of payments and financial crises, environmental policy and international finance. Classes in the first half of term will focus on building analytical skills to read, interpret, and critique econometric approaches to causal identification commonly used in the academic development literature. The emphasis will be on developing rigorous intuition rather than technical details; we focus on teaching students from a broad range of backgrounds to understand and critically consume high-level applied research in a sophisticated manner. The seminars in the second half of term give students an opportunity to repeatedly practice and improve their skills by working through problem sets based on top academic journal articles addressing issues from the lectures on macroeconomic development. While some background in economics and statistics is helpful, the course is designed to be engaging and challenging for students from a broad variety of backgrounds, from those with no economics and statistics to those with more advanced skills in either one or both areas. Strong analytical skills (whether quantitative or not) and a sturdy work ethic are the best predictors of success.
IMPORTANT: For students without strong skills in economics and statistics DV490 constitutes the foundational prerequisite for DV492 in the Lent term. Thus students wishing to most fully develop their skills in analytical policy analysis should plan to take this course in conjunction with DV492. Our experience is that the majority of students benefit most from a full academic year of repeated practice and exposure to the techniques covered to develop their intuition and ability. Furthermore, DV492 will cover additional empirical approaches more commonly employed in micro- and public economics, as well as providing an introduction to statistical programming in STATA (coordinated so that students taking both need not face repetition).
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the ST.
There will be two hours of lectures in the ST.
Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, Development Economics (1998) which will serve as the course text, W Easterly, The Quest for Growth;
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
In class assessment (30%) in the MT.

DV491 Half Unit

Economic Development Policy II: Microeconomic Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Sandra Sequeira
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Entry onto the course might be limited at the discretion of the instructor.
Pre-requisites: Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (DV490) or equivalent background in statistics and economics.
Course content: This course examines the microeconomic foundations of economic policy-making in developing countries. Classes will combine economic theory and rigorous empirical analysis to better understand the impact of economic development policy on development goals. We will focus on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future
The course is structured around four main themes:
(i) Human Development: including discussions on health policy, education policy and intra-household dynamics
(ii) Institutions and Markets: including discussions on labor markets, state capacity for public service delivery and private sector development
(iii) Social Networks, Economic History and Cultural Economics: including discussions on the importance of culture, historical developments, social dynamics and migratory movements on development
(iv) Behavioral Economics and Development Policy Design:

including discussions on the importance of psychology in explaining economic behavior and how it can inform better development policy design
Through in class discussions, lectures and coursework, students will develop analytical and quantitative skills for the study and practice of international development policy. These skills will enable students to interpret and critique both conceptual arguments and the empirical evidence used in the development economics literature and discourse.
Coursework will include a combination of class discussions with guest lecturers engaged in international development, problem sets, presentations and computer-lab based sessions for students to explore programming and statistical skills.
Students are strongly encouraged to take DV492, as a highly complementary course that will also apply the empirical methods taught in DV490 to topics in government policy such as redistribution, taxation and social insurance.
Teaching: 20 hours of lectures and 15 hours of seminars in the LT. There will be a two hour revision session in late LT or early ST.
Indicative reading: Cohen, J. and P. Dupas (2010) "Free Distribution or Cost-sharing? Evidence from a Randomized Malaria Prevention Program", Quarterly Journal of Economics. Das, Jishnu, Jeffrey Hammer and Kenneth Leonard (2008) "The Quality of Medical Advice in Low Income Countries", Journal of Economic Perspectives. Dupas, Pascaline. (2011). "Do teenagers respond to HIV risk information: Evidence from a Field Experiment in Kenya", American Economic Journal: Applied Economics. Duflo, E.; R. Hanna, S. Ryan. (2012). "Monitoring Works: Getting Teachers to Come to School", American Economic Review. Muralidharan, K and V. Sundararaman. (2011). "Teacher Performance Pay: Experimental Evidence from India", Journal of Political Economy. Duflo, E., and C. Udry. (2004) "Intrahousehold Resource Allocation in Cote d'Ivoire: Social Norms, Separate Accounts and Consumption Choices", National Bureau of Economic Research Working Paper. Qian, Nancy (2008) "Missing Women and the Price of Tea in China: The Effect of Sex-Specific Earnings on Sex Imbalance". Quarterly Journal of Economics. Olken, Ben. (2007). "Monitoring Corruption: evidence from a Field Experiment in Indonesia", Journal of Political Economy. Fisman, Ray (2001) "Estimating the Value of Political Connections", American Economic Review. Dupas, Pascaline and Jonathan Robinson. (forthcoming) "Why don't the poor save more? Evidence from Health Savings Experiments, American Economic Review. Morduch, Jonathan. "Microinsurance: The Next Revolution?" Chapter 22 in Understanding Poverty. Ardagna, S. and Annamaria Lusardi (2008) "Explaining International Differences in Entrepreneurship: The Role of Individual Characteristics and Regulatory Constraints", NBER Working Paper No. 14012. Guiso, L., P. Sapienza and L. Zingales, (2004) "The Role of Social Capital in Financial Development" American Economic Review. Nunn, N. (2008) "The Long-Term Effects of Africa's Slave Trades", Quarterly Journal of Economics. Chong, A., S. Duryea and E la Ferrara (2012), "Soap Operas and Fertility in Brazil", American Economic Journal: Applied Economics. Bertrand, Marianne, and Sendhil Mullainathan (2004). "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination.", American Economic Review. Duflo, Esther, and Petia Topalova. (2004) "Unappreciated Service: Performance, Perceptions, and Women Leaders in India."
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
In class assessment (30%) in the LT.

DV492 Half Unit

Economic Development Policy III: Government Policy Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Joana Naritomi CON.6.12
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to MSc and MPA students from throughout the LSE subject to space constraints; specifically we reserve the right to limit enrolment of students from outside the Department of International Development.
Entry onto the course might be limited at the discretion of the instructor.
Pre-requisites: 'DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development' or equivalent.
Course content: This course explores key issues in government policies in developing countries. The course will draw on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future. It begins introducing concepts from public economics to discuss the scope and impacts of government interventions. In particular, the course will cover issues related to market failures, redistribution, public goods and externalities. The course will also discuss theoretical and empirical work on the economic consequences of government interventions, with particular focus economic incidence, efficiency trade-offs and unintended consequences of policies. In the second part, it focuses on challenges in raising government revenue and delivering public service in the developing world context, where limited state and fiscal capacity impose important constraints in policymaking. Beyond these topics, the course will provide background on relevant analytical tools in quantitative research, and develop skills to interpret empirical evidence in development economics.
Coursework will include a combination of class discussions, problem sets, presentations and computer-lab based sessions for students to explore programming and statistical skills.
Students are strongly encouraged to take DV491, as a highly complementary course that will also apply the empirical methods taught in DV490 to topics in Human Development, Institutions and Markets, Social Networks, Economic History and Cultural Economics, and Behavioural Economics and Development Policy Design.
Teaching: 20 hours of lectures and 15 hours of seminars in the LT. There will be a two hour revision session in late LT or early ST.
Formative coursework: Students will be expected to produce 3 exercises and 1 other piece of coursework in the LT.
Indicative reading:
1. Bandiera, O. , Prat, A. and Valletti, T. 2009. "Active and Passive Waste in Government Spending: Evidence from a Policy Experiment." American Economic Review, 99(4): 1278-1308.
2. Besley, T. and Ghatak. 2004. "Public Goods and Economic Development". in Policies for Poverty Alleviation (ed.) Abhijit Banerjee, Roland Benabou, and Dilip Mookherjee.
3. Cohen, J, Dupas, P and Schaner, S. 2015. "Price Subsidies, Diagnostic Tests, and Targeting of Malaria Treatment: Evidence from a Randomized Controlled Trial" American Economic Review, 105(2): 609–645.
4. Duflo, E, Hanna, R and Ryan, S. 2012. "Incentives Work: Getting Teachers to Come to School." American Economic Review, vol. 102(4), pp. 1241 –78.
5. Chetty, R and Looney, A (2005) "Income Risk and the Benefits of Social Insurance: Evidence from Indonesia and the United States" in Ito, T and Rose, A K, Fiscal Policy and Management in East Asia, NBER-EASE, Volume 16, University of Chicago Pres.

6. Gordon, R. and Li, W. 2009. "Tax structures in developing countries: Many puzzles and a possible explanation," Journal of Public Economics, 93(7), pp.855-866.
7. Gruber. J. 1994. "The Incidence of Mandated Maternity Benefits," American Economic Review, 84(3), 622-641.
8. Miguel, Edward, and Michael Kremer. 2004. "Worms: identifying impacts on education and health in the presence of treatment externalities." Econometrica 72.1: 159-217.
9. Pomeranz, Dina. 2015. "No Taxation without Information: Deterrence and Self-Enforcement in the Value Added Tax." American Economic Review, 105(8): 2539-69.
10. Singhal, M and Luttmer, Erzo F.P. 2011. "Culture, Context, and the Taste for Redistribution" American Economic Journal: Economic Policy, 3(1):157-79.

Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Coursework (30%) in the LT.
The course assessment will be based on a final exam (70%) and problem sets (30%).

DV4B3
MPA Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is compulsory on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is not available as an outside option.
Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem
Teaching: 7 hours and 30 minutes of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises seven 1.5 hour Capstone seminars in the MT and LT. These seminars provide guidance on planning, structuring and presenting the Capstone report and the usage of research methods Students are asked to participate in the Capstone Professional Development exercises designed to support effective and fair group work. Each Capstone group will be allocated a supervisor who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.
Formative coursework: Feedback will be provided on presentations of work-in-progress during MT and LT.
Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Common Causes of Project Failure (London: OGC, 2004); Howard White, Theory-based Impact Evaluation: Principles and Practice (3ie, 2011); Curtis Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems', chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).
Assessment: Project (100%, 15000 words) in the LT.
The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.
The group mark has three components:
1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item).
Additionally, each group member must complete the Capstone evaluation and personal reflection exercise. This will be submitted individually and separately from the report.

DV4B4
MPA Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA Policy Paper.
Course content: The aim of this course is to enable students to plan, design and conduct independent substantial research and/or analysis in an area of public policy. MPA students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their Academic Adviser. The dissertation must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge- and theory-building. The main body of the dissertation should include literature review, method of investigation, results of the analysis, discussion of findings, conclusions and theoretical and policy implications. Dissertations can utilise quantitative and/or qualitative data and draw on primary and/or secondary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing a research topic and question; designing an analytical framework; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most (Journal of Sustainable Finance and Investment, Vol 3, No 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the

Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Diana Ridley, The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series, 2008); Christopher Hart, Doing Your Masters Dissertation (SAGE Study Skills Series, 2004); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003)
Assessment: Dissertation (90%, 10000 words) in the ST.
Other (10%) in the MT.
1) A 1,500 word dissertation proposal consisting of the title, abstract, research question and hypothesis, justification for research, feasibility of the dissertation topic, an explanation of sources, provisional structure and analytical framework will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

DV4V8 Half Unit
MPA Policy Paper

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA dissertation.
Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. MPA students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing the policy paper topic and question; designing analytical frameworks; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Formative coursework: A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted in the MT. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson, ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most' (Journal of Sustainable Finance and Investment, vol. 3, No. 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003).
Assessment: Other (100%) in the ST.
6,000 word policy paper

EC400
Introductory Course in Mathematics and Statistics

This information is for the 2017/18 session.
Teacher responsible: Dr Margaret Bray 32L.4.27, Dr Francesco Nava 32L.3.20, Dr Marcia Schafgans 32L.4.12 and Dr Shengxing Zhang 32L.1.16
Availability: This course is compulsory on the MPhil/PhD in Environmental Economics, MRes in Quantitative Economic History, MRes/PhD in Economics, MRes/PhD in Finance (Route 1), MSc in Economics, MSc in Economics (2 Year Programme), MSc in Economics and Management, MSc in Economics and Philosophy, MSc in Finance and Economics and MSc in Quantitative Economic History. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPhil/PhD in Accounting, MPhil/PhD in Economic Geography, MSc in Economic History, MSc in Environmental Economics and Climate Change, MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students on the MRes/PhD in Economics may be exempted from EC400 at the Department's discretion.
Outside applications for EC400 must be made to the Department of Economics by the end of June. This applies to offer holders/ students who do not have any EC4XX courses listed in their programme regulations for which EC400 is a pre-requisite. Please contact econ.msc@lse.ac.uk for more information.
Students not on the compulsory programmes listed above who wish to continue studying Economics MSc-level courses must achieve an overall grade of 50% in EC400 with no one subject exam less than 40%. Non-MRes students wishing to study MRes-level courses must achieve an overall grade of 70% with no one subject exam less than 60%.
Pre-requisites: EC400 is an introduction to MSc level concepts in mathematics and statistics, and an undergraduate level understanding is assumed. EC400 is not intended as an introduction for students with little or no economics/mathematics background.
Course content: The aim of this introductory course is to provide students with the essential mathematical, statistical, economic and econometric background for the core Economics courses of these programmes. The course starts with mathematics revision sessions and progresses to sections covering mathematics for microeconomics, mathematics for macroeconomics, and probability and statistical inferences. MSc Finance and Economics

students do not take mathematics for macroeconomics unless they intend to take a macroeconomics course during their studies. MSc Management and Economics students attend lectures on literacy in accounting instead of the mathematics for macroeconomics.
Teaching: Approximately 27.5 hours of lectures and 36 hours of classes.
Formative coursework: Students will be required to complete a set of self-testing exercises during the course.
Indicative reading: Students will be advised of recommended readings in the summer.
Assessment: Students will be required to complete a set of self-testing exercises during the course. At the end of the course, students on MSc Management and Economics and MSc Finance and Economics are examined on two mathematics modules (revision mathematics and mathematics for microeconomics) and probability and statistical inferences. All other students are examined on mathematics modules (revision mathematics, mathematics for microeconomics and mathematics for macroeconomics), and probability and statistical inferences

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EC402
Econometrics

This information is for the 2017/18 session.
Teacher responsible: Dr Vassilis Hajivassiliou 32L.4.23, Dr Tatiana Komarova 32L.4.24 and Dr Rachael Meager
Availability: This course is compulsory on the MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Quantitative Economic History. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Accounting and MSc in Economics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
Students should also have completed an undergraduate degree or equivalent in Economics and an introductory course in Econometrics.
In very exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk).
Course content: The course aims to present and illustrate the techniques of empirical investigation in economics.
- Regression models with fixed regressors (simple and multiple). Least squares and other estimation methods. Goodness of fit and hypothesis testing.
- Regression models with stochastic regressors.
- Asymptotic theory and its application to the regression model. Large sample approximations.
- The partitioned regression model, multicollinearity, misspecification, omitted and added variables, measurement errors.
- Heteroskedasticity, autocorrelation, and generalized least squares.
- Exogeneity, endogeneity, and instrumental variables.
- Nonlinear regression modelling and Limited Dependent Variables models.
- An introduction to Non-classical econometric inference.
- Autoregressive and moving average representations of time series. Stationarity and invertibility.
- Vector auto-regressions.
- Unit roots and co-integration.
- Estimating causal effects in panel data: differences in difference estimator, matching methods, and regression discontinuity.
- Panel data and static models: fixed and random effect estimators, specification tests, measurement errors.
- Panel data and dynamic models: generalized method of moments.
- Binary choice models with heterogeneity.

Teaching: 30 hours of lectures and 10 hours of classes in the MT. 30 hours of lectures and 10 hours of classes in the LT.
Formative coursework: Two marked assignments per term. Exercises are provided each week and are discussed in classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.
Indicative reading: J Johnston & J diNardo, Econometric Methods (4th edn) or W H Greene, Econometric Analysis (6th edn), James D. Hamilton, Time Series Analysis (1994), J Wooldridge, Econometric Analysis of Cross Section and Panel Data (2002), J Angrist and J Pischke, Mostly Harmless Econometrics (2009)
Assessment: Exam (50%, duration: 2 hours) in the LT week 0. Exam (50%, duration: 2 hours, reading time: 10 minutes) in the main exam period.

EC408
Introduction to Quantitative Methods for the MPA Programme

This information is for the 2017/18 session.
Teacher responsible: Ms Alexandra Cirone
Availability: This course is compulsory on the Master of Public Administration. This course is not available as an outside option. Also available to other MPhil/PhD students with the agreement of the course tutor.
Course content: An introduction to basic mathematical and statistical concepts for use in MPA courses in economics and quantitative approaches. The course covers the following topics: Statistics: Discrete and continuous random variables, jointly distributed random variables, the Normal distribution, sampling and the Central Limit Theorem, properties of estimators, introduction to hypothesis testing. Mathematics: Linear functions, quadratic, logarithmic and exponential functions, the derivative of a function and rules of differentiation, unconstrained optimization with one variable, functions of several variables and their differentiation, unconstrained optimization with several variables, constrained optimization.
Teaching: The course runs over 8 days, during the two weeks prior to the start of the Michaelmas Term. In total, students will attend ten lectures and six classes during the two weeks of the course.
Indicative reading: Notes covering the course material will be made available at the beginning of the course. Students are strongly encouraged to read Charles Whelan's 'Naked Statistics' prior to the start of the course. It provides a readable and accessible background to the statistics portion of the course.
Two widely used introductory statistics books that can be used as background reading for the statistics part are Newbold, Carlson and Thorne 'Statistics for Business and Economics' (6th edition) and Wonnacott and Wonnacott 'Introductory Statistics for Business and Economics' (4th edition). However, there are also many other introductory statistics textbooks that cover the same material.
Two widely used introductory mathematics books that can be used a background reading for the mathematics part are Ian Jacques' 'Mathematics for Economics and Business' (5th edition) and Wisniewski's 'Introductory Mathematical Methods in Economics' (2nd edition). Also in this case there are a large number of excellent alternative textbooks that cover the same material. Those who want a more advanced treatment of the same material can use Simon and Blume's 'Mathematics for Economists', but this treatment is more formal than what we require for this course. We do not recommend buying a new textbook for this course, if you already own a textbook that covers similar material.

Assessment: Exam (100%, duration: 1 hour) as part of modular teaching.
The course will be assessed with a one hour test at the end of week two. The test result does not count towards the MPA final degree, but will be used in advising students on suitable option course choices.

EC410 Half Unit
Public Economics for Public Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Johannes Spinnewijn 32L.3.24
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have taken EC440 Macro and Microeconomics (for Public Policy) or an equivalent course.
Course content: This is a course in theoretical and applied public economics using intermediate economic theory. Topics include issues of equity and efficiency and alternative theories of the role of the state. Models of public goods and externalities, including environmental policy. Who really pays taxes: issues of tax incidence and tax evasion. Income inequality, poverty alleviation and the role of welfare programmes in theory and in practice. Health and education policy. The effects of taxes and transfers on labour supply and migration; The optimal taxation of commodities and incomes. Current topics in public finance. The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 presentation in the LT.
Indicative reading: J Gruber (2011) Public Finance and Public Policy, 3rd edition, Worth Publishers. [CC HJ141 G88] [or Gruber (2007), 2nd edition].
N Barr (2012), The Economics of the Welfare State, 5th ed., OUP [CC HB99.3 B26]. Institute for Fiscal Studies (2010-2011), 21st Century, Volume 1 (2010): Dimensions of Tax Design, Volume 2 (2011): Tax by Design. Oxford University Press, Oxford. Available online at: http://www.ifs.org.uk/mirrleesReview
On developments in public spending in the UK, see H Glennerster (2003), Understanding the finance of welfare (Policy Press); or H Glennerster and J Hills (eds) (1998), The State of Welfare: The economics of social spending (Oxford) [CC HV245 S79].
Students wishing to review their microeconomic theory should consult a textbook on intermediate microeconomic theory, such as Morgan, Katz and Rosen (2006) Microeconomics, McGraw Hill (CC HB172 M84) or J Perloff (2008) Microeconomics: Theory & applications with calculus, Pearson (CC HB172 P45).
On the structure of taxation in the UK, see IFS (2011) A Survey of the UK Tax System, Briefing Note no. 9 (http://www.ifs.org.uk/bns/bn09.pdf) and the HM Revenue and Customs website, (http://www.hmrc.gov.uk). The Institute for Fiscal Studies is an independent policy research institute and its website (http://www.ifs.org.uk) has a wide range of useful publications. The HMRC website includes information on the tax structure and statistics on tax payments (by income group, by type of tax, etc.) and overall revenues raised.
The UK Treasury website (http://www.hm-treasury.gov.uk/) provides a range of documents on economic policies and the public finances, including the annual publication, Financial Statement and Budget Report (the 'Red Book'), published each year on Budget Day.
For comparative international fiscal data, information and analysis, useful sources include the International Monetary Fund, IMF (http://www.imf.org/), the World Bank (http://www.worldbank.org/) and the Organisation for Economic Cooperation and Development, OECD (http://www.oecd.org).
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC411
Microeconomics

This information is for the 2017/18 session.
Teacher responsible: Dr Francesco Nava 32L. 3.20 and Prof Martin Pesendorfer 32L. 4.19
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Economics and Philosophy, MSc in Environmental Economics and Climate Change, MSc in Finance and Economics and MSc in Quantitative Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The first part of the course focuses on classical theories of market behaviour and strategic interaction. We begin by presenting foundations to utility maximization, by analysing the optimisation problems of price-taking consumers and firms, and by modelling market interactions and the formation of prices in perfectly competitive markets. We then introduce models of decision making under uncertainty and game theoretic solution concepts. Novel developments in these fields will be discussed in lectures. The second part of the course focuses on models of imperfect competition and information economics. We begin with an analysis of models of monopoly, oligopoly, product differentiation, and public goods. Then, we study markets with imperfect and incomplete information including search, adverse selection, auctions, signalling, screening, and moral hazard. Special emphasis will be given to economic applications.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: The course will draw on a variety of texts, the main ones being:
- J G Riley, Essential Microeconomics, Cambridge;
- J R Green, A Mas-Colell & M D Whinston, Microeconomic Theory, Oxford.

More detailed readings will be given at the beginning of the course and some notes will be provided where textbook coverage is inadequate.
Assessment: Exam (50%, duration: 2 hours, reading time: 10 minutes) in the LT week 0.
Exam (50%, duration: 2 hours, reading time: 10 minutes) in the main exam period.

EC413
Macroeconomics

This information is for the 2017/18 session.
Teacher responsible: Prof Wouter Den Haan 32L.1.08A and Prof Alwyn Young 32L. 2.20
Availability: This course is compulsory on the MSc in Economics and MSc in Economics (2 Year Programme). This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics and Philosophy, MSc in Finance and Economics and MSc in Quantitative Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: The aim of the course is to give a wide-ranging overview of modern macroeconomics.
Economic growth (Michaelmas)
The Michaelmas term of EC413 is an introduction to the techniques needed to critically read and evaluate academic research in economic growth. Topics are facts about growth, the Solow growth model (theory and empirics), the Neoclassical Growth model (growth with dynamic optimization), and endogenous technical change.
Business Cycles (Lent)
The Lent term of EC413 focuses on the main characteristics of business cycle fluctuations with a special emphasis on what happened during the financial crisis and different macroeconomic models to study business cycles. The course covers the Real Business Cycle model, the New-Keynesian model, models with frictions in labour and financial markets, agent-based models, the role of money, self-fulfilling believes, the role of monetary and fiscal policy (and in particular non-conventional monetary policy), and (un)sustainable sovereign debt.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term. Exercises are discussed in each class.
Indicative reading: Primary reading will be journal articles and a couple chapters from Daron Acemoglu, Introduction to Modern Economic Growth. A full list will be available at the start of each term.
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

EC417
Advanced Macroeconomics

This information is for the 2017/18 session.
Teacher responsible: Dr David Baqaee 32L.1.10 and Prof Wouter Den Haan 32L.1.08A
Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is not available as an outside option.
Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).
Course content: Course objectives and main course elements:
1. The course will teach you the terminology used in empirical and theoretical macroeconomics.
2. The course will teach you the main empirical business cycle characteristics of developed economies and the main empirical findings regarding the growth of developed and less developed nations.
3. This course teaches you the main techniques used to analyse modern macroeconomics models. In particular, the course will focus on techniques such as dynamic programming, value function iteration, and the linearization of first-order conditions.
4. This course teaches you (prototype versions of) macroeconomic models used to analyse key questions related to business cycles and economic growth. Examples are New Keynesian models, Real Business Cycle models, Overlapping Generations models, the Solow growth model, and first-generation endogenous growth models.
5. The course will also discuss some more advanced models that have recently been developed to explain recent economic events.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Some of the problem will sets will consist of computer assignments and students will be taught some basic programming skills.
Formative coursework: Each week, students are assigned problem sets. These problem sets focus on key elements of the lectures, but they will also promote creativity and critical thinking by going beyond the material explicitly discussed in the lectures. There will also be computer assignments. The problem sets will be discussed by the class teachers.
Indicative reading:
- Acemoglu, Daron, 2009, Introduction to Modern Economic Growth.
- Ljungqvist, Lars and Thomas J. Sargent, 2012, Recursive Macroeconomic Theory.
- Romer, David, 2011, Advanced Macroeconomics.
- Stokey, Nancy L. and Robert E. Lucas Jr., 1989, Recursive Methods in Economic Dynamics.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Exam (50%, duration: 2 hours) in the LT week 0.

EC418 Half Unit
Globalisation and Economic Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Thomas Sampson
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: The expectation is that students will have previously taken EC440 and EC455 or other equivalent courses. Students that have not taken EC440 and EC455 will require permission from the course lecturer to attend the course.
Course content: Over the past fifty years the global economy has become increasingly interconnected. This course studies the policy implications of globalisation. The course considers both theoretical and empirical analyses of the causes and consequences of increasing international economic integration focusing particularly on the challenges and opportunities that globalisation creates for policy makers. Key areas covered include: international trade, capital flows, migration, technology diffusion and the relationship between globalisation and national sovereignty. The course builds on the knowledge developed in EC440 and EC455.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: The formative coursework will comprise a graded problem set. The formative coursework will take place during the first half of term.

Indicative reading: There is no textbook that includes all the material covered in this course. Lectures and readings will primarily focus on journal articles. Two books that will be used during the course are: Paul R. Krugman, Maurice Obstfeld and Marc J. Melitz, "International Economics: Theory and Policy" 10th Edition (Global Edition), Pearson Education, 2015. Dani Rodrik, "The Globalization Paradox", Oxford University Press, 2011
Assessment: Exam (70%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Coursework (20%) and class participation (10%).
The 20% coursework will consist of a graded problem set.

EC419 Half Unit
Methods of Economic Policy Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Sturm
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: The expectation is that students will have previously taken EC440 and EC455 or other equivalent courses. Students that have not taken EC440 and EC455 will require permission from the course lecturer to attend the course.
Course content: This course provides an advanced treatment of the empirical methods that are used to evaluate the effectiveness of public policies. The course builds closely on the course Quantitative Approaches and Policy Analysis (EC455) and also Micro and Macroeconomics for Public Policy (EC440). The topics covered include the problem of causality, the theory and practice of randomised experiments, difference in differences, synthetic control method, regression discontinuity, robust and clustered standard errors, and calibration.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: The formative coursework will comprise a graded problem set.
Indicative reading: There is no single textbook for the course and many of the key readings are journal articles. James Stock and Mark Watson "Introduction to Econometrics" remains a useful reference particularly for the material at the beginning of the course. A very good source for background reading is Joshua Angrist and Jörn-Steffen Pischke "Mastering 'Metrics: The Path from Cause to Effect".
Assessment: Exam (75%, duration: 2 hours) in the LT week 0.
Project (25%, 2000 words) in the MT.

EC421
International Economics

This information is for the 2017/18 session.
Teacher responsible: Andrea Ferrero and Thomas Sampson, 32L.2.34
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: A graduate course in international economics consisting of i) the fundamentals of trade theory and its application to policy and ii) international macroeconomics.
Trade: Comparative advantage and the gains from trade. Theories of comparative advantage. Factor endowments, the international location of production, and patterns of international trade. Empirical tests of trade models. Trade and the labour market. Intra-industry trade. Firm heterogeneity and selection into trade. Foreign direct investment. General equilibrium trade policy.
International macroeconomics: Intertemporal trade and the current account balance. Dynamics of small open economies. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Monetary model of exchange rate determination: flexible and sticky prices. Introduction to currency crises models.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: A full reading list will be distributed at the beginning of the course. Some important items are: R Feenstra, Advanced International Trade: Theory and Evidence, Princeton, 2004; A Dixit & V Norman, Theory of International Trade, Cambridge, 1980; E Helpman & P Krugman, Market Structure and Foreign Trade, MIT, 1985; M Obstfeld & K Rogoff, Foundations of International Macroeconomics, MIT Press, 1996.
Assessment: Exam (25%, duration: 2 hours) in the LT week 0.
Exam (25%, duration: 2 hours, reading time: 10 minutes) in the main exam period.
Essay (50%, 6000 words) in the ST.

EC423
Labour Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Alan Manning 32L.2.36 and Ms Filipa Sa
Availability: This course is available on the MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: An advanced course in labour economics issues, including theory, evidence and policy. The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, and to provide them with the tools for developing independent research interests. The course has a strong applied focus. For each major topic covered we will derive testable implications, provide insights into the research methodology, discuss the advantages and limitations of existing empirical work, and draw policy conclusions. Topics include: labour supply, labour demand, market power of firms and workers, wage determination, unemployment, minimum wage, compensating differentials, human capital and returns to schooling,

discrimination, the changing distribution of earnings and the future of work, and immigration.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: Most of the reading is from journal articles. A detailed reading list is available on Moodle.
Assessment: Exam (25%, duration: 2 hours, reading time: 15 minutes) in the LT week 0.
Exam (25%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Essay (50%, 6000 words) in the ST.
The Lent Term Week 0 examination is based on the Michaelmas Term syllabus, and the Summer Term examination is based on the Lent Term syllabus.

EC424
Monetary Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Ricardo Reis 32L.1.27 and Dr Kevin Sheedy 32L.1.09
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: The course aims to develop the student's ability to undertake research in monetary economics by studying a number of current issues both theoretical and applied.
In the MT, we begin by studying money's role as a medium of exchange and the determination of the price level using money-in-the-utility-function and cash-in-advance models. We then look more carefully at the reasons for holding money by applying search theory. We also study money's role as a unit of account and the consequences of nominal rigidities such as sticky prices. We analyse the costs of inflation and optimal monetary policy, and we also look at unconventional monetary policies when a central bank is constrained by the interest-rate lower bound. Finally, we study firms' price-setting behaviour in more detail and its implications for the size of the real effects of monetary policy.
In the LT, we discuss the role of inflation expectations and financial markets in constraining monetary policy, and the design of central banks and their instruments. We study the interaction between fiscal and monetary policy, as well as the specification of the central bank objectives.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: A reading list will be handed out by the lecturers at the beginning of their sessions.
Assessment: Exam (25%, duration: 2 hours, reading time: 15 minutes) in the LT week 0.
Exam (25%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Essay (50%, 6000 words) in the ST.

EC426
Public Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Frank Cowell 32L.2.25A, Dr Johannes Spinnewijn 32L.3.24 and Dr Camille Landais 32L.3.23
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change, MSc in International Health Policy, MSc in International Health Policy (Health Economics), Master of Laws and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: A graduate course in (i) the principles of public economics and (ii) selected topics in public economics. Principles of public economics Welfare analysis; concepts of fairness, equity and efficiency; social welfare. Policy design: social insurance, income taxation. Taxation; household and firm behaviour. Public goods, externalities and environmental policy. Behavioural public economics, including implications for welfare analysis and savings policy. Selected topics in public economics such as behavioural responses to taxation; empirical strategies in public economics; poverty, inequality and optimal low-income support; compliance problems; inheritance and wealth taxation; global public finance and fiscal governance; political economics.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: Most of the readings will be in the form of journal articles, but some use will also be made of the following texts: A Auerbach & M S Feldstein (Eds), Handbook of Public Economics, Vols I-III, North-Holland; A B Atkinson & J E Stiglitz, Lectures on Public Economics, McGraw-Hill, 1980; G Myles, Public Economics, Cambridge University Press, 1995.
Assessment: Exam (25%, duration: 2 hours) in the LT week 0.
Exam (25%, duration: 2 hours) in the main exam period.
Essay (50%, 6000 words) in the ST.

EC427
The Economics of Industry

This information is for the 2017/18 session.
Teacher responsible: Prof John Sutton 32L. 4.32 , Dr Pasquale Schiraldi 32L. 4.22 and Prof Martin Pesendorfer 32L.4.19
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements

and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theoretical and empirical methods for industry studies. Applications of these methods are considered in industry case studies.
Topics include: Pre-requisites in Game Theory, An introduction to current developments in Oligopoly Theory. A formal analysis of conduct in concentrated industries (cartel stability, limit pricing, predatory pricing, etc), Demand estimation in homogenous and differentiated product industries, Production function estimation, Empirical techniques for oligopoly models and auction markets, Identification of conduct, Economies of Scale, R&D, Advertising, Vertical restraints. The topics will be discussed with detailed applications for selected industries and considering competition policy questions.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: Two books which provide a basic framework are J Tirole, Theory of Industrial Organization, MIT Press, 1989 and J Sutton, Technology and Market Structure, MIT Press, 1998. A full reading list will be supplied at the beginning of the course.
Assessment: Exam (25%, duration: 2 hours) in the LT week 0.
Exam (25%, duration: 2 hours, reading time: 10 minutes) in the main exam period.
Essay (50%, 6000 words) in the ST.

EC428
Development and Growth

This information is for the 2017/18 session.
Teacher responsible: Prof Maitreesh Ghatak 32L.3.08A and Dr Gharad Bryan 32L.3.10
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Environmental Economics and Climate Change. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics.
Course content: This course will cover a number of topics at forefront of development economics. These include current methodological debates; the allocation of capital and labour across firms, space and sectors; structural change during the development process; finance; psychology and development; governance and accountability; conflict and civil war; motivation of civil servants; taxation and development; firms and markets; trade; infrastructure; energy and the environment; and climate change. Development economics is, arguably, the fastest growing and most vibrant field within economics. The course will enable the students to apply their econometric and theoretical skills to what are some the world's most pressing problems. The experience of applying their economic knowledge to these topics will generate analytical skills that that can be used in wide variety of applied settings.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus. D Ray, Development Economics, Princeton UP, 1998, Abhijit Banerjee and Esther Duflo's Poor Economics, New York: Public Affairs, and the symposium on The Agenda for Development Economics - Journal of Economic Perspectives Volume 24, Number 3, Summer 2010: Articles by Deaton, Acemoglu, Ray, Rodrik, and Rosenzweig.
Assessment: Exam (25%, duration: 2 hours) in the LT week 0.
Exam (25%, duration: 2 hours) in the main exam period.
Essay (50%, 6000 words) in the ST.

EC440
Micro and Macro Economics (for Public Policy)

This information is for the 2017/18 session.
Teacher responsible: Dr Ethan Ilzetzki 32L 1.10
Availability: This course is compulsory on the Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: An introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues and applicable in a wide variety of contexts. The first term (MT) covers microeconomics and the second term (LT) covers macroeconomics.
MT: Microeconomics: Demand and Supply in Competitive Markets: Consumer Optimisation: Demand for Goods: Consumer Optimisation and Labor Supply: Firms' Optimisation, the Supply of Goods and the Demand for Labour: Monopoly: Uncertainty and Insurance: Markets and Asymmetric Information: Monopolistic Competition and Game Theory: Externalities in Consumption and Production: Public Goods.
LT: Macroeconomics: Understanding Macroeconomic Data; Long-run Economic Growth; Business cycles; Aggregate Demand; Money, Inflation and Monetary Policy; Stabilization Policy; Fiscal Policy and Government Debt; the Labour Market and Unemployment; Exchange Rates and International Economic Policy; the Financial System and the Macroeconomy.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.
Additionally, a 90-minute drop-in support class runs in weeks 2-11 of MT and LT.
Formative coursework: Students will complete weekly problem sets. Some of these will be marked to to provide indicative assessment.
Indicative reading: A full reading list will be distributed at the beginning of the course.
Assessment: Exam (70%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Continuous assessment (30%) in the MT and LT.

EC441
Microeonomics for MRes students

This information is for the 2017/18 session.
Teacher responsible: Prof Michele Piccione 32L.4.07 and Prof Balazs Szentes 32L.4.05
Availability: This course is compulsory on the MRes in Economics, MRes/PhD in Finance (Route 1) and MRes/PhD in Finance (Route 2). This course is not available as an outside option.

Pre-requisites: A good undergraduate knowledge of economic theory and calculus is required.
Course content: The aim of the course is to:
i. introduce the basic analytical tools that are necessary to conduct research in any field in economics.
ii. give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory
iii. enable students to address a microeconomic problem by structuring it as a mathematical model and enhance the understanding of economic issues though the use of mathematical tools.
Topics include: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, economics of information, agency theory, contracts, topics in mechanism design.
Teaching: 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT.
Formative coursework: Exercises are set for each class.
Indicative reading: The main text is Mas-Collel, Whinston & Green, Microeconomic Theory, OUP. Other sources include: D Fudenberg & J Tirole, Game Theory, MIT Press; D M Kreps, A Course in Microeconomic Theory, Harvester Wheatsheaf; H R Varian, Microeconomic Analysis (3rd edn), Norton; M J Osbourne & A Rubinstein, A Course in Game Theory, MIT Press; G A Jehle & P J Reny, Advanced Microeconomic Theory, Longman.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC442
Macroeconomics for MRes students

This information is for the 2017/18 session.
Teacher responsible: Dr Ethan Ilzetzki 32L.1.11, Prof Per Krusell 32L.1.19, Prof Francesco Caselli 32L.1.21 and Prof Wouter Den Haan 32L.1.08A
Availability: This course is compulsory on the MRes in Economics and MRes/PhD in Finance (Route 1). This course is available on the MRes/PhD in Finance (Route 2). This course is not available as an outside option.
Course content: The course will cover topics in advanced macroeconomics with emphasis on fundamentals and applications to recent theoretical advances:
i. Economic growth: Neoclassical Growth Model, Optimizing Behaviour in dynamic models under certainty, Endogenous Technological Change, Imitation and Convergence, Growth and Development Accounting, Appropriate Technology.
ii. Search and Matching: The Matching Model, Efficiency Wages, Growth and Unemployment.
iii. Dynamic Stochastic General Equilibrium Models : Real Business Cycles, applications to models of heterogeneous agents and open economy. Fiscal policy analysis.
iv. Monetary Economics: models with credit frictions, sticky prices, search.
Teaching: 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT.
Formative coursework: Exercises are set for each class.
Indicative reading: A good general textbook that is mostly below the level of the course is:
D Romer, Advanced Macroeconomics, McGraw-Hill Advanced Series in Economics, New York, 1996.
For the growth part the main references are the textbooks by:
D. Acemoglu, Introduction to Modern Economic Growth, Princeton University Press, 2009; R J Barro & X Sala-i-Martin, Economic Growth, McGraw-Hill, 1997.
Other useful texts include:
L Ljungqvist & T Sargent, Recursive Macroeconomic Theory, MIT Press, 2000; N Stokey & R E Lucas, Recursive Methods in Economic Dynamics, Harvard University Press, 1989.
More economic applications, with some required readings can be found in:
M Obstfeld & K Rogoff, Foundations of International Macroeconomics, MIT Press, 2000; P Aghion & P Howitt, Endogenous Growth Theory, MIT Press 1998; C A Pissarides, Equilibrium Unemployment Theory, MIT Press 2000.
References for recent theoretical advances published in the journals will be given during the course.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC443
Econometrics for MRes students

This information is for the 2017/18 session.
Teacher responsible: Dr Vassilis Hajivassiliou 32L.4.23, Dr Tatiana Komarova 32L.4.24 and Dr Marcia Schafgans 32L.4.12
Availability: This course is compulsory on the MRes in Economics. This course is not available as an outside option.
Pre-requisites: Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.
Course content: The first part [Inference, Classical- and Generalized Linear Regression] begins with methods of estimation and optimality, followed by an introduction to asymptotic theory. It proceeds with statistical inference and the trinity of classical testing (Wald, Likelihood Ratio, and Lagrange Multiplier). It then discusses the classical linear regression model and commences the discussion of violation of the classical assumptions by discussing the Generalized Linear Regression Model (heteroskedasticity and autocorrelation).
The second part [Generalized Regression Methods] provides a further discussion of violations of the classical assumptions including measurement error, omitted variables, simultaneity, missing data; non-linear regression models and instrumental variables. It proceeds to the Generalized Method of Moments and efficient estimation methods under conditional moment restrictions. It also covers the topics of quantile regression and bootstrapping.
The third part [Time-series, Panel-data, and Microeconometric Methods] begins with a discussion of Time-Series topics, including single equation theory for non-stationary variables; serially correlated errors with lagged dependent variables; unit roots; simultaneous equations for non-stationary variables; co-integration; and ARCH and GARCH models. It proceeds to Panel data methods such as fixed and random effects estimators and their extensions for applying to dynamic linear and non-linear panel data models. The next major topic presents models with Limited Dependent Variables.
The final part [Specialized Econometric Methods] discusses simulation-based inference, nonlinear panel data, and duration models. Finally, it covers the topics of program evaluation, nonparametrics, kernel estimation, and differences in differences.
Teaching: 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT.
Formative coursework: Exercises are set for each class.
Indicative reading: Lecture notes will be made available through the departmental website and in course-packs for each part of the course. Please note there is no set book for this course.
Recommended books are: W H Greene, Econometric Analysis, 6th edn, Pearson Education; R Davidson & J MacKinnon, Estimation and Inference in Econometrics, Oxford University Press, 1993; P. Ruud, An Introduction to Classical Econometric Theory, Oxford University Press, 2000; T Amemiya, Advanced Econometrics, Harvard University Press, 1985; J Johnston, Econometric Methods, 3rd edn, McGraw Hill; G Judge et al, A Course in Econometrics, Wiley, 1988; G Maddala, Econometrics, McGraw Hill, 1977.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC451
Introductory Course for MSc EME

This information is for the 2017/18 session.
Teacher responsible: Prof John Hardman Moore 32L.4.14 and Prof Francisco Hidalgo 32L.4.20
Professor Erik Eyster 32L.4.29
Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MRes/PhD in Economics, MSc in Applicable Mathematics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is not available as an outside option.
The course is split into three parts: Microeconomics, Macroeconomics and Econometrics.
Non-EME students wishing to take EC487 Advanced Microeconomics as part of their programme must attend Week 1 of the EC451 course, Microeconomics, and sit the EC451 Microeconomics examination.
Non-EME students wishing to take EC484 Econometric Analysis as part of their programme must attend Week 3 of the EC451 course, Econometrics, and sit the EC451 Econometrics examination.
Non-EME students are not permitted to attend Week 2 of the EC451 course, Macroeconomics.
Course content: Microeconomics (Week 1): This introduction to microeconomic theory introduces the economic concepts of choice, preference and utility, including discussion of the revealed-preference approach to hedonics. It describes the consumer's problem and explores conditions under which consumer preferences, as well as policy preferences, can sensibly be aggregated. The course will also cover the mathematics of correspondences and fixed-point theorems.
Macroeconomics (Week 2): The prequel of the advanced macroeconomics core course focuses on topics in modern macroeconomic theory, starting with basic national income accounting and the real-business cycle model. Then sticky prices. Followed by matching frictions in the labour market. Finally credit market imperfections.
Econometrics (Week 3):
1 Matrix algebra. Basic concepts in asymptotic theory: Convergence in probability, second mean and in distribution.
2 Linear regression model: least squares and maximum likelihood methods.
3 Instrumental variable methods and GMM estimation.
4 GLS estimation and dynamic models.
5 Introduction to Simultaneous Equations Models.
6 Hypothesis testing.
Teaching: The course is taught in September. It consists of 55 hours of lectures and an additional 22 hours of classes, across a 3-week period.
Formative coursework: After each lecture, some exercises will be handed to students. They will be solved during the classes.
Indicative reading: Davidson and MacKinnon (2004) Econometric Theory and Methods. Wooldridge (2010) Econometric Analysis of cross-section and panel data. Rubinstein (2012) Lecture Notes in Microeconomic Theory. Ljungqvist, Lars and Thomas J. Sargent (2012) Recursive Macroeconomic Theory. Romer, David (2011) Advanced Macroeconomics.
Assessment: At the end of the course, students will be examined on all three modules, microeconomics, econometrics and macroeconomics.
Students from programmes other than MSc EME wishing to continue studying MSc EME core courses must achieve at least 40% in each subject exam.

EC452 Half Unit
Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Nava Ashraf
Availability: This course is compulsory on the MPA in Social Impact. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Public Policy and Administration and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
EC452 is compulsory on MPA Social Impact
Pre-requisites: Students need to have taken the first year MPA economics courses EC440 Micro and Macroeconomics (for Public Policy) and EC455 Quantitative Approaches and Policy Analysis or equivalent courses including basic econometrics.
Course content: This course delivers insights from cutting edge research in psychology and economics, and asks students to use these insights to design solutions to significant social challenges. Students learn how to diagnose, design, deliver, and rigorously test products and services using the principles of behavioural economics and the methods of field experimentation.
The course begins by describing the principle of coproduction: outcomes in health, education and similar fields are not simply given to end-users, but are produced by end-users themselves, interacting with supply-side factors Drawing on the insights from behavioural economics and using qualitative methods, students learn how to diagnose end-user needs, preferences and behaviour. The course then explores how the psychological aspects of behaviour can be combined with the tools and structure of economics to induce behaviour change and improve outcomes, including the challenge of setting prices and designing incentives. Throughout the course there is emphasis upon the critical importance of effective measurement in the context of the social sector, where traditional market feedback mechanisms are typically absent and where mission-driven leaders' evaluation of organisational impact can itself be subject to cognitive bias and distortion. Appropriate measurement in turn informs improvements in diagnosis and design. The course concludes by exploring policy impact and how research can be translated into policy action. Real world case studies are used at every stage of the course.
This course is relevant to all those who wish to improve the effectiveness of social interventions and programmes across a range of diverse fields, whether such interventions are administered through the state or, increasingly, through private philanthropy and social entrepreneurship. The course tutor will be Professor of Economics and Director of Research at the LSE Marshall Institute.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Additional exercises which will include preparation of an essay of the discussion questions for HBS-style case discussion.
Indicative reading: There is no single textbook for the course. For an introduction to the field of behavioural economics, students should consult Nudge: Improving Decisions About Health, Wealth, and Happiness, by Richard Thaler and Cass Sunstein (2009, Penguin) and Thinking, Fast and Slow, by Daniel Kahneman (2012, Penguin). A full reading list with the readings for each topic will be made available at the beginning of the course, and a draft course syllabus is available.
Assessment: Exam (100%, duration: 3 hours, reading time: 10 minutes) in the main exam period.

EC453
Political Economy

This information is for the 2017/18 session.
Teacher responsible: Dr Stephane Wolton CON 5.08
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change, MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics.
Course content: An advanced treatment of Political Economy, covering theory, evidence and current issues. The course material will expand students' capacity to think about policy relevant issues at the intersection between economics and political science, and will cover democratic and autocratic politics. Topics include election as information aggregation; politics as a principal agent problem; political economy and public finance; constitutional rules and policy outcomes; bureaucracy; media; special interest group politics; legislatures; political parties; direct democracy; rebellion and terrorism; democratization; international conflicts.
Teaching: 22 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 11 hours of seminars in the LT.
Formative coursework: At least two written assignment for handing in per term (assignment will include some work with data sets provided by the instructor).
Indicative reading: Most of the reading is from journal articles; lists will be supplied at the start of each term. Two books supply the basic framework: T Besley, Principled Agents? Selection and Incentives in Politics, Oxford University Press, 2005 and T Persson & G Tabellini, Political Economics: Explaining Political Outcomes, MIT Press, 2000.
Assessment: Assessment path 1
Exam (25%, duration: 2 hours) in the LT week 0.
Exam (25%, duration: 2 hours) in the main exam period.
Essay (50%, 6000 words) in the ST.
Assessment path 2
Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.
Students taking MSc Economics must take Assessment path 1 and will be required to submit the extended essay at the beginning of the ST.

EC454
Development Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Robin Burgess 32L.3.03 and Dr Gharad Bryan 32L.3.10
Availability: This course is compulsory on the MPA in International Development. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is not available as an outside option. Students may not take this course and EC428 Development and Growth.
Course content: An introductory graduate course providing the necessary development economics skills for high level public policy making. The focus is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include political economy, trade liberalization, growth, access to finance, technology adoption, education, health, infrastructure, property rights, land reform, gender, environment, mass media and political accountability. The emphasis will be on combining theory and data to evaluate the effectiveness of policies in these different areas.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.
Formative coursework: Students to complete weekly exercises based on course readings with one of these exercises being marked in a given term.
Indicative reading: A reading list will be distributed at the start of the course.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC455
Quantitative Approaches and Policy Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Jeremiah Dittmar and Dr Gregory Fischer
Availability: This course is compulsory on the Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po) and MPA Dual Degree (LSE and Tokyo). This course is not available as an outside option.
Pre-requisites: The course has no formal pre-requisites. A familiarity with basic statistical concepts and basic calculus are very useful. These topics are reviewed during the pre-sessional course of the MPA programme (EC408). Students not participating in the pre-sessional course need to provide evidence of comparable prior knowledge.
Course content: The course introduces students to the quantitative evaluation of public policies with the help of regression based evaluation methods and cost-benefit analysis. The course introduces students to basic multiple regression analysis including hypothesis testing, modelling of non-linear relationships, and dummy variables. From there, the course covers a number of regression based evaluation methods to assess the casual effectiveness of policy interventions. These include the use of randomized experiments, natural or quasi-experiments, panel data, difference-in-differences estimation, instrumental variables, matching and regression discontinuity designs. The final part of the course provides an overview of cost-benefit valuation methods for public policy.
Teaching: 20 hours of lectures and 11 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. Additionally a 90 minute drop-in support class runs in weeks 2-11 of MT and LT.
Formative coursework: Students will complete weekly problem sets. Some of these will be marked to provide indicative assessment.
Indicative reading: Particularly useful textbooks are Joshua D. Angrist and Jorn-Steffen Pischke, "Mastering Metrics"; James Stock & Mark Watson, "Introduction to Econometrics"; and Jeffrey Wooldridge, "Introductory Econometrics". The material in the textbooks will be complemented with recent research papers and chapters from other books. A full reading list will be distributed at the beginning of the course.

Assessment: Exam (60%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Coursework (30%) in the MT and LT.
Presentation (10%) in the LT.

EC465
Economic Growth, Development, and Capitalism in Historical Perspective

This information is for the 2017/18 session.
Teacher responsible: Dr Jeremiah Dittmar 32L.2.22 and Dr Neil Cummins SAR.5.13
Availability: This course is available on the MSc in Economic History, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
Students should also have completed courses in intermediate level microeconomics, macroeconomics, and econometrics.
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: This course will provide a rigorous introduction to the analysis of long run economic growth and development. The focus is on acquiring the necessary empirical skills to engage in advanced analysis of economic evidence, and to develop an understanding of how historical evidence can shape and inform economic theory. Topics at the forefront of economics and economic history will be covered. These include political economy, technological change, economic growth, education, demography, the economics of law and property rights, gender, culture, and the distribution of income. The emphasis will be on combining theory and data to evaluate fundamental ideas in economics concerning the determinants of well-being and the dynamics of market economies.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 presentation and 1 exercise in the MT and LT.
The formative coursework will consist of a combination of student presentations, written exercises, data analysis, and problems.
Indicative reading: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus: Nunn, "The Importance of History for Economic Development" (2009); Robinson and Acemoglu, "Why Nations Fail" (2012); Acemoglu, "Introduction to Modern Economic Growth" (Princeton, 2009); Hall and Jones, "The New Kaldor Facts: Ideas, Institutions, Population, and Human Capital" (2010); Mokyr, "Lever of Riches" (1988); Piketty (2013) "Capital in the Twenty-First Century".
Assessment: Exam (30%, duration: 2 hours) in the LT week 0.
Exam (30%, duration: 2 hours) in the main exam period.
Essay (40%, 5000 words) in the ST.
The summative assessment consists of an exam that reviews and synthesises all course materials and an essay. The essay will be a critical analytic essay providing an opportunity for original empirical research.

EC475
Quantitative Economics

This information is for the 2017/18 session.
Teacher responsible: Dr David Baqaee 32L.1.10
Dr Xavier Jaravel 32L.3.14
Availability: This course is available on the MSc in Econometrics and Mathematical Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).
A knowledge is expected of econometric theory and applied econometrics corresponding to Principles of Econometrics or Methods of Economic Investigation. Students must be prepared to read journal articles with a difficult mathematical and statistical content.
Course content: The course will focus on going through modern quantitative papers which demonstrate the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms) and economies. The first part of this course will explore topics in applied macroeconomics, with emphasis on the intersection of empirical analysis and theory. It will cover different quantitative approaches for assessing macroeconomic models and theories. The topics covered will include models of consumption, investment, technological change and monetary policy. The thematic focus will be on understanding business cycles. The second half of the course will focus on papers in the empirical literature on productivity, innovation and intellectual property rights, illustrating the challenges of identification in both structural and reduced form models. The lectures will cover a wide range of topics in applied micro-econometrics with a view to illustrating the interplay between models, data and methods.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: Articles in economic journals will be assigned at the start of Michaelmas and Lent terms. The course will also draw on methodological topics covered in Wooldridge, Econometric Analysis of Cross Section and Panel Data (2nd edition, 2010), and Angrist and Pischke, Mostly Harmless Econometrics (2009).
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.

EC476
Contracts and Organisations

This information is for the 2017/18 session.
Teacher responsible: Prof Gilat Levy 32L.4.31 and Prof Philippe Aghion 32L.2.02
Availability: This course is available on the MPhil/PhD in Accounting, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Environmental Economics and Climate Change. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students on the MSc Econometrics and Mathematical Economics programme must have completed the Pre-sessional Course for MSc EME (EC451).
All other students must have completed the Introductory Course in Mathematics and Statistics (EC400).
In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: The course will cover topics from: social

learning, reputation and career concerns, strategic information transmission, contract theory, incomplete contracts, the economics of moral hazard and adverse selection in strategic settings, dynamic theory of incentive contracts, optimal auctions and regulation, and the theory of mechanism design with multiple agents (multiple agents screening and common agency).
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: No one book covers the entire syllabus; a list of references will be provided at the start of the course. The following textbooks provide a treatment of part of the material presented in the course: Jean-Jacques Laffont, The Economics of Uncertainty and Information, MIT Press; D Fudenberg & J Tirole, Game Theory, MIT Press; Jean-Jacques Laffont & Jean Tirole, A Theory of Incentives in Procurement Regulations, MIT Press; Bernard Salanié, The Economics of Contracts: A Primer, MIT Press, Bolton, P., and M. Dewatripont (2005), Contract Theory, MIT Press, Hart, O. (1995), Firms, Contracts, and Financial Structure, Oxford University Press.
Assessment: Assessment path 1
Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.
Assessment path 2
Exam (25%, duration: 2 hours) in the LT week 0.
Exam (25%, duration: 2 hours) in the main exam period.
Essay (50%, 6000 words) in the ST.
MSc Econometrics and Mathematical Economics students must follow Assessment path 1.
Non-MSc Econometrics and Mathematical Economics students must follow Assessment path 2.

EC484
Econometric Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Taisuke Otsu 32L. 4.25 and Professor Peter Robinson 32L. 4.13
Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MRes/PhD in Economics, MSc in Applicable Mathematics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).
Course content: This course gives an advanced treatment of the theory of estimation and inference for econometric models.
Part (a) Background; asymptotic statistical theory: modes of convergence, asymptotic unbiasedness, uniform integrability, stochastic orders of magnitude, convergence in distribution, central limit theorems, applications to linear regression, extensions to time series, consistency and asymptotic distribution of implicitly defined extremum estimators.
Part (b) General asymptotic theorems, nonlinear regression, quantile regression, nonparametric methods (kernel and series methods), generalized method of moments, conditional moment restriction, many and weak instruments, limited dependent variables, treatment effect, bootstrap, and time series.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term.
Indicative reading: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.

Further Topics in Econometrics

This information is for the 2017/18 session.
Teacher responsible: Prof Francisco Hidalgo 32L.4.20, Prof Peter Robinson 32L.4.13 and Dr Tatiana Komarova 32L.4.24
Availability: This course is available on the MSc in Econometrics and Mathematical Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).
In exceptional circumstances, students may take this course without EC451 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc EME Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.
Course content: The aim of the course is to introduce the student to topics at the frontier of econometric research of importance both at a theoretical and empirical level. The course consists of four series of ten lectures on specialised topics in econometrics. These lectures change from year to year. Presently they include: Bootstrap methods; non-parametric and semi-parametric estimation; dependence in economics: an overview; panel data models.
Teaching: 20 hours of lectures in the MT. 20 hours of lectures in the LT.
Indicative reading: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.

EC486
Econometric Methods

This information is for the 2017/18 session.
Teacher responsible: Dr Pasquale Schiraldi 32L 4.22
Mr Alessandro Gavazza, 32L 4.21
Availability: This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.
Course content: This course aims to present the theory and practice of empirical research in economics. Beyond the theory, the course will put a substantial amount of effort in having the students work with Stata and other econometric software in analyzing actual data sets, reproducing and criticising results in previous work and learning the actual practice of econometrics as undertaken by the best applied economists, both in general (in MT) and specifically within the IO field (in the LT). Topics include: (MT) Ordinary Least Squares, hypothesis testing, omitted and added variables, measurement error, the role of controls, and functional form. Panel data, fixed and random effects. Instrumental Variables. An introduction to the analysis of time series. The emphasis of this part is on the identification of causal effects, and applications in microeconomics (Labour Economics, Public Policy, IO, etc) are presented throughout. In LT you will learn the applications of many of these techniques to econometric questions in Industrial Organization, organizational economics and management.
Teaching: 20 hours of lectures and 8 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures and 2 hours of seminars in the ST.
Formative coursework: Students are required to complete answers to problem sets on a week by week basis.
Indicative reading: MT: James H. Stock and Mark W. Watson, Introduction to Econometrics; reading lists of chapters and journal articles will be supplied at the start of each term.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EC487
Advanced Microeconomics

This information is for the 2017/18 session.
Teacher responsible: Prof Leonardo Felli 32L.4.02
Professor Erik Eyster 32L.4.29
Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MSc in Applicable Mathematics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit. Students on other programmes must get permission from the course conveners to take this course.
Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).
Course content: The aim of this course is to: (i) introduce and develop the analytical tools of graduate level Microeconomics with a special emphasis on mathematical models; (ii) provide the students with a firm grounding in classical Microeconomic Theory as well as its modern development. Topics include: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, oligopoly, economics of information, topics in mechanism design, topics in behavioural economics.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Problem sets will be discussed in class and two marked assignments will be given in MT and LT.
Indicative reading: The main texts are A Rubinstein Lecture Notes in Economic Theory, Princeton University Press (with the most up-to-date version available for free download from the author's website) and Mas-Colell, Whinston & Green, Microeconomic Theory, OUP. Other sources include: D M Kreps, Microeconomic Foundations I: Choice and Competitive Markets, Princeton University Press; Fudenberg and Tirole, Game Theory, MIT Press.
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.
Note that EC451 material will be covered on the exam.

EC4B3
MPA Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is compulsory on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is not available as an outside option.
Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.
Teaching: 7 hours and 30 minutes of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises seven 1.5 hour Capstone seminars in the MT and LT. These seminars provide guidance on planning, structuring and presenting the Capstone report and the usage of research methods. Students are asked to participate in the Capstone Professional Development exercises designed to support effective and fair group work. Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.
Formative coursework: Feedback will be provided on presentations of work-in-progress during MT and LT.
Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Common Causes of Project Failure (London: OGC, 2004); Howard White, Theory-based Impact Evaluation: Principles and Practice (3ie, 2011); Curtis Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems', chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).
Assessment: Project (100%, 15000 words) in the LT.
The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.
The group mark has three components:
1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item).
Additionally, each group member must complete the Capstone evaluation and personal reflection exercise. This will be submitted individually and separately from the report.

EC4B4
MPA Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option. Students may not take this course and an MPA Policy Paper.
Course content: The aim of this course is to enable students to plan, design and conduct independent substantial research and/or analysis in an area of public policy. MPA students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their Academic Adviser. The dissertation must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge- and theory-building. The main body of the dissertation should include literature review, method of investigation, results of the analysis, discussion of findings, conclusions and theoretical and policy implications. Dissertations can utilise quantitative and/or qualitative data and draw on primary and/or secondary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing a research topic and question; designing an analytical framework; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.

Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most (Journal of Sustainable Finance and Investment, Vol 3, No 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Diana Ridley, The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series, 2008); Christopher Hart, Doing Your Masters Dissertation (SAGE Study Skills Series, 2004); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003)
Assessment: Dissertation (90%, 10000 words) in the ST.
Other (10%) in the MT.
1) A 1,500 word dissertation proposal consisting of the title, abstract, research question and hypothesis, justification for research, feasibility of the dissertation topic, an explanation of sources, provisional structure and analytical framework will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

EC4B5 Half Unit
Macroeconomics for MSc F&E

This information is for the 2017/18 session.
Teacher responsible: Prof Wouter Den Haan 32L.1.08A
Availability: This course is available on the MSc in Finance and Economics. This course is not available as an outside option.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
Course content: The Lent term of EC413 focuses on the main characteristics of business cycle fluctuations with a special emphasis on what happened during the financial crisis and different macroeconomic models to study business cycles. The course covers the Real Business Cycle model, the New-Keynesian model, models with frictions in labour and financial markets, agent-based models, the role of money, self-fulfilling believes, the role of monetary and fiscal policy (and in particular non-conventional monetary policy), and (un)sustainable sovereign debt.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two marked assignments per term. Exercises are discussed in each class.
Indicative reading: IMF World Economic Outlook, Chapter 1: Global Prospects and Policies. Den Haan, Wouter, 2006, Macroeconomic Models without the Walrasian Auctioneer, Tinbergen Magazine 14, fall. IMF, 2013, Unconventional Monetary Policies – Recent Experience and Prospects. Nelson, Rebecca M., 2013, Sovereign debt in advanced economies: Overview and Issues for Congress. Carvalho, Vasco, 2014, From micro to macro via production networks, Journal of Economic Perspectives 28(4), 23-48.
More readings will be provided at the start of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EC4B6 Half Unit
Microeconomics for MSc F&E

This information is for the 2017/18 session.
Teacher responsible: Dr Francesco Nava 32L.3.20
Availability: This course is available on the MSc in Finance and Economics. This course is not available as an outside option.
Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).
Course content: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The course focuses on classical theories of market behaviour and strategic interaction. We begin by presenting foundations to utility maximization, by analysing the optimisation problems of price-taking consumers and firms, and by modelling market interactions and the formation of prices in perfectly competitive markets. We then introduce models of decision making under uncertainty and game theoretic solution concepts. Novel developments in these fields will be discussed in lectures.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Two marked assignments.
Indicative reading: The course will draw on a variety of texts, the main ones being:
- J G Riley, Essential Microeconomics, Cambridge;
- J R Green, A Mas-Colell & M D Whinston, Microeconomic Theory, Oxford.

More detailed readings will be given at the beginning of the course and some notes will be provided where textbook coverage is inadequate.
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

EC4V8 Half Unit
MPA Policy Paper

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA Dissertation.
Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. MPA students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing

the policy paper topic and question; designing analytical frameworks; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Formative coursework: A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted in the MT. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson, ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most' (Journal of Sustainable Finance and Investment, vol. 3, No. 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003).
Assessment: Other (100%) in the ST.
6,000 word policy paper

EH401 Half Unit
Historical Analysis of Economic Change

This information is for the 2017/18 session.
Teacher responsible: Dr Debin Ma SAR 612
Availability: This course is compulsory on the MSc in Economic History, MSc in Economic History (Research) and MSc in Quantitative Economic History. This course is not available as an outside option.
Course content: The course provides basic awareness of central themes and key methodological and theoretical issues in economic history; introduces students to important analytic tools used by economic historians, with an emphasis on their practical application in economic history research; and examines major ways in which economic historians collect, analyse and interpret evidence. The training is expected to inform dissertation work. The course covers two main areas. 1) Theory and Research: this section introduces theoretical approaches to major issues in economic history, and considers the practical application in historical analysis of concepts from economics (primarily) and related disciplines. The specific topics evolve but an illustrative list includes: processes of economic growth; economic development; culture and economic behaviour; the rational-choice institutionalist paradigm; imperfect information and incentive structures; modern macro-economic ideas (especially on money and finance); welfare outcomes. 2) Historical Methodology: this section introduces methodological issues in combining social science frameworks with historical materials. It considers problems of knowledge and explanation in economic history, and introduces quantitative and qualitative approaches to obtaining, analysing and interpreting evidence.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to make one class presentation and also to submit one paper on an additional topic during the term.
Indicative reading: D. North, Institutions, Institutional Change and Economic Performance (1990): A. Greif, Institutions and the Path to the Modern Economy (2006); K. Pomeranz, The Great Divergence: China, Europe and the Making of the Modern World Economy (2000); R. Allen, The British Industrial Revolution in Global Perspective (2009); D Rodrik (Ed), In Search of Prosperity (2003); E. Helpman, The Mystery of Economic Growth (2004); T Rawski (Ed), Economics and the Historian (1996); J. Tosh, The Pursuit of History (2nd Edition, 1991); D. Little, Varieties of Social Explanation (1991).
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

EH402 Half Unit
Research Design and Quantitative Methods in Economic History

This information is for the 2017/18 session.
Teacher responsible: Mr Peter Sims SAR.6.07
Availability: This course is available on the MA Global Studies: A European Perspective, MSc in Economic History, MSc in Economic History (Research) and MSc in Quantitative Economic History. This course is not available as an outside option.
Course content: This course is concerned with how economic historians have used quantitative methods and with how researchers design and structure a research project. In terms of quantitative methods the emphasis is on the applied and practical rather than the theoretical and will range from the use of simple summary descriptive statistics to multiple regression. The course will start with a consideration of broad issues in research design, this might include, for example, models, narrative and case studies. The rest of the course will then be concerned with quantitative issues, the problems of analysing and interpreting quantitative historical evidence. It will consider topics such as sampling and statistical distributions, correlation, simple and multiple regression, specification problems, hypothesis testing, logit and probit analysis, non-parametric tests, and modern time series analysis, although the content may vary slightly from year to year. The course will also provide students with training in using an econometrics software package. An important component of the course is the deconstruction of historical articles that have used quantitative techniques.
Teaching: 9 hours of seminars and 20 hours of computer workshops in the MT.
MT only. Three hours per week.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to do weekly exercises and to submit one paper during the term.
Indicative reading: C H Feinstein and M Thomas, Making History Count (2002); P Hudson, History by Numbers (2002); C H Lee, The Quantitative Approach to Economic History (1977); G Hawthorn, Plausible Words (1991).
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

EH404 Half Unit
India and the World Economy

This information is for the 2017/18 session.
Teacher responsible: Prof Tirthankar Roy SAR 616
Availability: This course is available on the CEMS Exchange, MA Global Studies: A European Perspective, MBA Exchange, MRes in Quantitative Economic History, MSc in Economic History, MSc

in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: From the eighteenth century, the South Asia region played an important part in international transactions in goods, people, and money. The world economy, in turn, shaped potentials for economic growth in the region. The aim of the course is to impart an understanding of the global factors that shaped economic change in the South Asia region in the 18th through the early-20th century. It will also deal with the principal ways in which South Asia contributed to economic change in the rest of the world. The political context of globalization, especially imperialism and colonial policies, will be considered. The course will be divided into a set of topics, which together cover a large ground, but a selection from which will be discussed in the class. Lectures and seminars will centre on the readings assigned to each topic.
Topics to be covered: Introductory: India and the world economy in the eighteenth and nineteenth centuries - how each shaped the other; textiles in eighteenth century India: scale - organization - impact on global consumption and innovation - trade and territorial politics; nineteenth century market integration: de-industrialization and the artisans; nineteenth century market integration: Agricultural exports, land rights, and the peasantry - Trade and famines; Government finance in colonial setting: The drain controversy - public debt; overseas migration in the nineteenth century: Who went where, how many, and why - private gains and losses - social effects: slavery and indenture, women, nature of work and skill-formation - labour and non-labour migrants compared; foreign capital and industrialization; balance of payments and the monetary system; overview: Globalization and economic growth.
Teaching: 20 hours of seminars in the LT.
2-hour meetings weekly, with a flexible combination of lectures and seminars.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be required to make class presentations, and prepare an outline of the assessed essay, which will be discussed with the instructor.
Indicative reading: G. Balachandran, ed.,India and the World Economy 1850-1950 (2003.); A. Banerji, India's Balance of Payments, (Bombay, 1962); D. Ludden, ed., Agricultural Production in Indian History, (2nd Edition, 2005;) P.Marshall, ed., The Eighteenth Century in Indian History (2004); A. Banerji, 'Transfers, Secular Deflation and the Enigma of the Indian Economy 1860-1900', World Development, 18(10), 1379-1400; M. Carter, Servants, Sirdars, and Settlers: Indians in Mauritius, 1834-1874 (1995); D. Northrup, Indentured Labour in the Age of Imperialism 1834-1922,(1995); C. Markovits, 'Indian Merchant Networks outside India in the Nineteenth and Twentieth Centuries: A Preliminary Survey', Modern Asian Studies, 33(4), 1999, 883-911; M. Ravallion, 'Trade and Stabilization: Another Look at British India's Controversial Grain Exports', Explorations in Economic History, 24, 1987, 354-70.; M.J. Twomey, 'Employment in Nineteenth Century Indian Textiles', Explorations in Economic History, 20, 1983, 37-57; A.K. Bagchi, 'De-industrialization in India in the Nineteenth Century: Some Theoretical Implications', Journal of Development Studies, 17, 1976, 135-64.
Assessment: Essay (100%, 3000 words) in the ST.

EH408 Half Unit
International Migration, 1500-2000: from slavery to asylum

This information is for the 2017/18 session.
Teacher responsible: Dr Christopher Minns SAR 512
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course examines major issues in international migration over the last 500 years. The course will consider free and coerced migration in the early modern period, the emergence (and eventual decline) of mass migration in the later 19th century, and the rise of "managed" migration in the post World War II period. The course will examine the economic foundations of indentured servitude and slavery in the early modern period, and the interactions between these two types of labour. The contribtion of economic and demographic forces to the rise of mass migration on destination and source labour markets, the determinants of immigrant destination choice, and the interplay between migration and exogenous crises in Europe. In the post World War II environment, the focus will be on the political impact of mass migration on developing economies in the present day. In this part of the course, we will consider how historical episodes of migration can inform the present day.
Teaching: 20 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Indicative reading: D Baines, Emigration from Europe (1991); G Borjas, Heaven's Door: immigration policy and the American economy (1999)*; T Boeri, G Hanson, and B McCormick (eds), Immigration policy and the welfare state 2002)*; D Galenson, White servitude in colonial America: an economic analysis (1981)*; T J Hatton and J G Williamson, The age of mass migration (1998): T J Hatton and J G Williamson, Global migration and the world economy: two centuries of policy and performance (2005)*.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH409 Half Unit Not available in 2017/18
Chinese Economy in Transition: 1850-1950

This information is for the 2017/18 session.
Teacher responsible: Dr Debin Ma SAR 612
Availability: This course is available on the MA Global Studies: A European Perspective, MSc in Economic History, MSc in Economic History (Research) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Course content: This course provides a broad but selective survey of over 100 years of economic change in China leading towards the rise of the new Communist regime in 1950. With emphasis on the importance of ideological and institutional changes, the course gives in-depth coverage of some major debates and case studies on historical turning points such as the opening of China in mid-19th century, the collapse of Qing in 1911, economic transformation during China's Republican period. The course showcases the critical relevance of a long-term perspective on understanding both the constraints and capacity of Chinese economy to respond to past and future challenges and offers unique historical perspectives on the origin of Chinese modernization as well as the grand economic transformation during the past three decades.
Teaching: 20 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 2 essays in the MT.
Indicative reading: Naughton. B., The Chinese economy, transitions and growth (MIT Press); Rawski. T., Economic growth in prewar China (Univ. of Berkeley Press); Richardson, P. Economic

change in China, c. 1800-1950 (Cambridge University Press); Spence, J.D The search for modern China (New York : W.W. Norton); Brandt, Ma and Rawski "From Divergence to Convergence, Revaluating the History Behind China's Boom" Journal of Economic Literature March 2014. Perkins, D. (ed.) (1975) China's Modern Economy in Historical Perspective. Stanford University Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH413 Half Unit Not available in 2017/18

African Economic Development in Historical Perspective

This information is for the 2017/18 session.
Teacher responsible: Dr Leigh Gardner SAR 507
Availability: This course is available on the CEMS Exchange, MA Global Studies: A European Perspective, MBA Exchange, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Africa's economic development challenges cannot be understood without looking back to the history of the continent. This course provides an introduction to the economic history of sub-Saharan Africa since the beginning of the Atlantic era. It begins by comparing levels of economic development in Africa c. 1500 to that of other world regions. It then examines how major shifts in the international economy, from the industrial revolution to the recent financial crisis, influenced patterns of economic development on the continent. Focusing on the longue durée, the course addresses issues which are remain current in studies of African development, including:

- The role of globalization and trade and promoting or undermining development
- Environmental challenges to expanding production
- The structure of state institutions and their impact on growth
- The impact of economic change on social structures

Close attention will be paid to the ways in which economic development is measured and assessed in different periods with the available data. Readings will include historical documents from the periods in question. The inclusion of primary sources on the reading list will allow students to build research skills while engaging with key questions about the historical origins of Africa's relative poverty.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
2-hour meetings weekly, with a flexible combination of lectures and seminars.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to make one class presentation and submit one paper during the term.
Indicative reading: Readings for this course reflect current trends in research on African economic history and development. The main text is Emmanuel Akyeampong et al (eds), Africa's Development in Historical Perspective (Cambridge, 2014). Other such readings will include recent contributions in journals such as the Economic History Review special issue on African economic history (November 2014). We will supplement this with country- or region-specific studies such as Hopkins, Economic History of West Africa (1973) and Feinstein, Conquest, Discrimination and Development: An Economic History of South Africa (Cambridge, 2005). For a general overview of African history over the period, see R.J. Reid, A History of Modern Africa (2009); J. Iliffe, Africans: The History of a Continent (1995).
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

EH414 Half Unit

Theories, Paths and Patterns of Late Development

This information is for the 2017/18 session.
Teacher responsible: Dr Debin Ma SAR.6.12
Availability: This course is compulsory on the MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course provides basic awareness of central themes and key methodological and theoretical issues in economic history; introduces students to important analytic tools used by economic historians, with an emphasis on their practical application in economic history research; and examines major ways in which economic historians collect, analyse and interpret evidence. The training is expected to inform dissertation work. The course covers two main areas. 1) Theory and Research: this section introduces theoretical approaches to major issues in economic history, and considers the practical application in historical analysis of concepts from economics (primarily) and related disciplines. The specific topics evolve but an illustrative list includes: processes of economic growth; economic development; culture and economic behaviour; the rational-choice institutionalist paradigm; imperfect information and incentive structures; modern macro-economic ideas (especially on money and finance); welfare outcomes. 2) Historical Methodology: this section introduces methodological issues in combining social science frameworks with historical materials. It considers problems of knowledge and explanation in economic history, and introduces quantitative and qualitative approaches to obtaining, analysing and interpreting evidence. The classes to follow the lecture will focus on how economic history as a discipline that helps explain the distinct growth trajectories of 'late-developing' countries, inform modern approaches to development policy and practice, and current controversies about obstacles to development.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Two-hour lecture (that is joint with EH401) and a weekly one hour seminar in MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will produce one written paper (3,000 words) and are expected to collaborate in joint presentations.
Indicative reading: Key texts: A. Gerschenkron Economic Backwardness in Historical Perspective (1962); A. Amsden Asia's Next Giant (1989) and Beyond Late Development (2003); H-J Chang (ed.) Rethinking Development Economics (2003); J. Diamond Guns, Germs and Steel: the fates of human societies (2005); S.L Engerman & K.L. Sokoloff Factor Endowments, Inequalities and Paths of Development among New World Economies (2002); C.H. Feinstein An Economic History of South Africa (2005); J. Harris, J.E. Hunter & C.M. Lewis (eds.) The New Institutional Economics and the Third World (1995); A.G. Frank Re-ORIENT: global economy in the Asian age (1997); A. Przeworski Democracy and Development: political institutions and material well-being in the world, 1950-1990 (2000); T. Roy The Economic History of India, 1857-1947 (2000); J. Stiglitz Globalization and its Discontents (2002); M.J. Todaro & S.C. Smith Economic Development (2002). D. North, Institutions, Institutional Change and Economic Performance (1990): A. Greif, Institutions and the Path to the Modern Economy (2006); K. Pomeranz, The Great Divergence: China, Europe and the Making of the Modern World Economy (2000); R. Allen, The British Industrial Revolution in Global Perspective (2009); D Rodrik (Ed), In Search of Prosperity (2003); E. Helpman, The Mystery of Economic Growth (2004); T Rawski (Ed), Economics and the Historian (1996); J. Tosh, The Pursuit of History (2nd Edition, 1991); D. Little, Varieties of Social Explanation (1991).
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

EH421 Half Unit
Economic History of Colonialism

This information is for the 2017/18 session.
Teacher responsible: Dr Leigh Gardner SAR5.07 and Prof Tirthankar Roy SAR6.16
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Debates about the effects of European colonial rule on the non-European world animated economic history scholarship since the 1850s when Karl Marx published essays on British rule in India in the New York Daily Tribune. The relationship between colonialism and economic development has an important place in a number of distinct literatures in economic history, including work on globalization, divergence, migration, global finance, environmental change, and the shaping of development policy after colonialism. The aim of the course is to introduce the key readings in these themes, build connections between the discourses, and lead students to an informed view of colonialism as a force in shaping the modern world.
The broad topics include, (a) trade and the origins of colonialism (b) institutions and governance; (c) connections forged through trade, investment, migration, and the transfer of knowledge of institutions and technologies, including informal empire; (d) growth of corporate enterprise such as companies, factories, and plantation complexes, and the connection between state power and private enterprise, (e) decolonization, proximity between indigenous business and nationalist politics, the changing power of expatriate capital, and the appeal of new developmental ideology in the interwar period, (f) environmental change, studying a scholarship that sees European empires, alternatively, as catastrophic in their impacts on the environment and as forerunners of governmental regulation of the commons.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 2 presentations and 1 exercise in the MT.
Indicative reading: Acemoglu, D., Johnson, S. and Robinson, J. A. (2001), 'The Colonial Origins of Comparative Development: An Empirical Investigation', American Economic Review, 91(5), pp. 1369-1401. C.A. Bayly (2008), Indigenous and Colonial Origins of Comparative Economic Development, World Bank Policy Working Paper #4474. http://ideas.repec.org/p/wbk/wbrwps/4474.html. Stanley L. Engerman, Kenneth L. Sokoloff, 'Colonialism, Inequality, and Long-Run Paths of Development,' NBER Working Paper No. 11057, 2005. http://www.nber.org/papers/w11057.pdf. Matthew Lange (2006), Lineages of Despotism and Development: British colonialism and state power, Chicago: University of Chicago Press, chs. 1-2. Luis Angeles and Kiriakos C. Neanidis (2015), 'The persistent effects of colonialism on corruption', Economica, 82, pp. 319-349. Peter Cain and Tony Hopkins (1993), British Imperialism: Innovation and expansion, Longman, selections.
Assessment: Essay (100%, 3000 words) in the Week 11.
The essay will be due at the end of Week 11.

EH422
Topics in Quantitative Economic History

This information is for the 2017/18 session.
Teacher responsible: Prof Albrecht Ritschl SAR.6.06
Dr Maria Lopez Uribe, SAR.6.15
Availability: This course is compulsory on the MSc in Quantitative Economic History. This course is available on the MA Global Studies: A European Perspective, MSc in Economic History and MSc in Economic History (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is particularly appropriate for those students who are considering following a quantitative economic history PhD thesis in the future.
Pre-requisites: Students enrolled for this course are expected to have completed the equivalent of undergraduate courses in econometrics and intermediate economic theory.
Course content: The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues. Such topics could include: long run comparative economic growth; human capital issues in economic history; the macroeconomics of the inter-war years; the political economy of trade; industrial economic history; technological change; quantitative approaches to the evolution of markets; the new economic history of institutional change; analysing historical welfare issues. The aims are to: examine the techniques used by economic historians and to assess their validity and whether they help to further our understanding of the particular historical issue to which they have been applied; and to teach students how to evaluate the relevance of historical hypotheses and the historical applicability of models from economic and other social scientific theory. Students are able to investigate in detail the analysis contained in important journal articles using appropriate computer packages.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
20 two-hour lectures/ seminar in the MT and LT; some of this Teaching will take the form of computing workshops.
Students on this course will have a reading week in Week 6 of each term, in line with departmental policy.
Formative coursework: Three or four papers or presentations during the session
Indicative reading: M Bordo, A Taylor, J Williamson (2003), Globalization in Historical Perspective; Y S Brenner, H Kaelble & M Thomas (eds) (1991), Income Distribution in Historical Perspective; Clark, G (2007), A Farewell to Alms; R Findlay, K O'Rourke (2009), Power and Plenty; N Ferguson (2009), The Ascent of Money; M Obstfeld, A Taylor (2004), Global Capital Markets; C Feinstein, P Temin, G Toniolo (1997), The European Economy Between the Wars; B van Ark & N Crafts (eds), Quantitative Aspects of Postwar European Economic (1996).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH423 Half Unit
Japan and Korea as Developing Economies

This information is for the 2017/18 session.
Teacher responsible: Prof Janet Hunter SAR.6.04
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course will focus on selected issues of economic development that are of importance in contemporary debates and theories, and see how these issues were played out in Japan and Korea from the late 19th century to the latter half of the 20th century. The main themes discussed will be: natural endowments and climatic impact; changes in the agricultural and manufacturing sectors; the growth of market production; issues of state policy; economic institutions; colonialism and imperialism; integration into the international economy; income levels and consumption; gender and development; culture and economy.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 2 hours of seminars in the ST.
Twenty hours of lectures/seminars in the Michaelmas Term and

two hours of revision seminars in the Summer Term.
Indicative reading: A.H.Amsden, Asia's Next Giant: South Korea and Late Industrialisation (1989); H-J Chang, The East Asian Development Experience (2006); Y-I.Chung, Korea Under Siege, 1876-1945: Capital Formation and Economic Transformation (2006); P.G.Francks, Japanese Economic Development (3rd edition, 2015); C.H.Lee & I.Yamazawa (eds.), Economic Development of Japan and Korea (1990).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH426 Half Unit

Quantitative Topics in Economic History I: Cross-section and panel data

This information is for the 2017/18 session.
Teacher responsible: Dr Maria Lopez-Uribe, SAR.6.15
Availability: This course is available on the MA Global Studies: A European Perspective, MSc in Economic History and MSc in Economic History (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students enrolled for this course are expected to have completed at least introductory undergraduate courses in statistics and/or econometrics and economic theory. The course will begin with a revision of the main quantitative approaches but will not provide a comprehensive training in econometric methods or computer applications.
Course content: The course will provide an overview of quantitative approaches in economic history mainly using cross-section and panel data. The course will examine the use of quantitative techniques through practical exercises and critical discussion of their application in recent literature. Techniques discussed will include multiple regression analysis, regression diagnostics, instrumental variables, limited dependent variables, sample selection corrections, and panel data analysis. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative and methodological issues.s.
Teaching: 20 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy
Formative coursework: An individual presentation and a reading report.
Indicative reading: There is no mandatory textbook for this course, but the brief overview of quantitative methods during the first four weeks will follow Wooldridge, J.M. (2009), Introductory Econometrics: A Modern Approach, International Student Edition. Useful background readings include J.L. Van Zanden, The Long Road to the Industrial Revolution: The European Economy in a Global Perspective, 1000-1800 (Leiden, 2009); K.H. O'Rourke and J.G. Williamson, Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy (Cambridge MA, 1998); C. Goldin and L.F. Katz, The race between education and technology (Cambridge, MA, 2008); D. Greasley and L. Oxley (eds.), Economics and History: Surveys in Cliometrics (Oxford, 2011).6).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH427 Half Unit

Quantitative topics in economic history II: time series and economic dynamics

This information is for the 2017/18 session.
Teacher responsible: Prof Albrecht Ritschl SAR.6.06
Availability: This course is available on the MA Global Studies: A European Perspective, MSc in Economic History and MSc in Economic History (Research). This course is not available as an outside option.
Pre-requisites: Students enrolled for this course are expected to have completed EH426 or the equivalent of undergraduate courses in econometrics and intermediate economic theory.
Course content: The course will provide an overview of quantitative approaches in economic history using primarily dynamic panel and time series. The course will examine the use of quantitative techniques through practical exercises and critical discussion of their application in recent literature. Techniques discussed will include the GMM estimator, discrete choice and hazard models, analysis of unit roots in panels and time-series and vector autoregressions. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues.
Teaching: 20 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two presentations during the term; fortnightly quantitative exercises.
Indicative reading: Baltagi, B.H. (2013), Econometric Analysis of Panel Data, 5th Edition; W H Greene (2012), Econometric Analysis, 7th edition; Crafts, NFR and G. Toniolo, eds. (1996), Economic Growth in Postwar Europe since 1945; Kehoe, T. and E. Prescott, eds. (2001), Great Depressions of the Twentieth Century.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH428 Half Unit

History of Economics: Making Political Economy into a Social Science

This information is for the 2017/18 session.
Teacher responsible: Mr Peter Sims
Availability: This course is available on the MA Global Studies: A European Perspective, MSc in Economic History, MSc in Economic History (Research), MSc in Economics and Philosophy, MSc in International and World History (LSE & Columbia) and MSc in Philosophy of the Social Sciences. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course aim is to understand how the nature of economics changed from the verbally argued accounts of political economy and moral philosophy in the 18th century to become a technical social science by the end of the 20th century. The course will explore the long-term changes over two hundred years in how economists came to know things about the economy by examining the history of their notion of the laws of economics, their analytical practices, and the evidence they used. Primary texts, chosen from a variety of European and American authors, will provide material for the study of these changes. Secondary literature will provide theoretical resources from history and philosophy of science to help analyse, understand and assess these changes in the nature of economics as a science.
Teaching: 20 hours of seminars in the MT.
20 hours over MT, mainly 2hour seminars, with an occasional lecture within that time slot. (Those students without previous study in the history of economics may wish to attend the lectures for EC311).
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce two pieces of written work (around 2000 words each) during the term.
Indicative reading: The main domain of the course material is explained in "Economics" in T.M.Porter and D.Ross The Cambridge History of Science, Vol 7, The Modern Social Sciences, pp 275-305 (Cambridge University Press). Henry Spiegel's The Growth of Economic Thought (various editions, Duke University Press) provides a general background text for the history of economics. Full reading lists will be given out at the beginning of the course.
Assessment: Essay (100%, 3000 words) in the LT.

EH429 Half Unit

History of Economics: Ideas, Policy and Performativity

This information is for the 2017/18 session.
Teacher responsible: Prof Mary Morgan SAR.6.09
Availability: This course is available on the MA Global Studies: A European Perspective, MPhil/PhD in Accounting, MSc in Economic History, MSc in Economic History (Research), MSc in Economics and Philosophy, MSc in International and World History (LSE & Columbia) and MSc in Philosophy of the Social Sciences. This course is available with permission as an outside option to students on other programmes where regulations permit. Students can take this course independently of EH428.
Course content: The course aim is to understand how economics has been used to change the world. The course will bring to together the long tradition of analysis of economics as a policy science with more recent ideas about the performativity of economics. It will draw on the literatures of economic history, history of economics and sociology of accounting and finance to explore the aims and methods used in economics to influence the economy. The focus of study will be on particular episodes from 20th century history in which economics features as a technical art (e.g. the transition from colonial to independent economies; the Soviet and Cuban revolutions; and the reconstruction of depressed and damaged economies).
Teaching: 20 hours of seminars in the LT.
20 hours over LT, mainly 2hour seminars with an occasional lecture within that time slot. (Those students without previous study in the history of economics may wish also attend the lectures for EC311.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce two pieces of written work during the term.
Indicative reading: Reading lists will be given out at the beginning of the course. Henry Spiegel's The Growth of Economic Thought (various editions, Duke University Press) provides a general background text.
Assessment: Essay (100%, 3000 words) in the ST.

EH446 Not available in 2017/18

Economic Development of East and Southeast Asia

This information is for the 2017/18 session.
Teacher responsible: Prof Kent Deng SAR 605
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global History, MSc in Global Politics and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no pre-requisites: knowledge of Asian history of the relevant period and region would be an advantage.
Course content: The course deals with conditions and paths of economic development in East Asia (excluding Japan) and Southeast Asia in the past centuries. The first part of the course looks at the debate on Asian economic history, endowments available, and institutions technology and economies that evolved independently in Asia to support a large population with reasonable standards of living. The second part of the course examines reasons for the lack of indigenous modern growth in Asia, conditions and timing of miracle growth of the Asian Tigers, ASEAN and Mainland China after World War Two, and impact of such growth of the world economy.
Topics covered include: traditional economic patterns in the region by the 17th century; the impact of the early European maritime traders; the impact of the later Europeans traders backed by industrialisation; attempts and success of the Western colonisation; resistance to the change from the core area in East Asian Mainland. Reforms and modernisation in Asia; Asia and globalisation.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.
20 seminars of two-hours each in the MT and LT. Written essays are circulated in advance.
Students on this course will have a reading week in Week 6 of each term, in line with departmental policy.
Formative coursework: Two essays (3,000 words each) are expected during the course. The first is due at the end of the 9th week (in the MT) and the second, the 17th week (in the LT).
Indicative reading: A detailed reading list and topics for seminars is distributed at the beginning of the course. Preliminary readings include: A Booth, 'The Economic Development of Southeast Asia: 1870-1985' Australian Economic History Review, 31 (1); G Snooks et al Exploring Southeast Asia's Economic Past (1991); I Brown, Economic Change in Southeast Asia (1997); Kenneth Pomeranz, The Great Divergence (2000); J M Hobson The Eastern Origins of Western Civilisation (2004); P. Dicken et al., Globalisation and the Asia Pacific (1999); S. Kim, East Asia and Globalization (2000); K.T. Lee, Globalisation in the Asia Pacific Economy (2002); and Rui H and P. Nolan, Globalisation, Transition and Development in China (2004).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH452 Half Unit

Latin American Development and Economic History

This information is for the 2017/18 session.
Teacher responsible: Dr Maria Irigoin SAR.6.11
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global History, MSc in History of International Relations, MSc in International and World History (LSE & Columbia), MSc in Political Economy of Late Development and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course will consider some of the major topics of development and economic history of Latin America. The topics to be explored will be the role of geography, the environment and factor endowments, the role of institutions and policies in the long run development path, problems of taxation and representation in the constitutional and political developments of the 19th and 20th century, the history of labour and migrations into and out of Latin America, the protracted character of Latin America's inequality, the macroeconomics of industrialization and the political economic nature of Latin American populist political culture, the recurrent financial crises and the persistent macroeconomic instability. Using reciprocal comparisons with the US, South East Asia, and between LA countries - and across time - the course will revisit the current interpretations of Latin American development in the long run and will frame the analysis of particular issues of policy-making of the present into the economic historical context.
Teaching: 20 hours of seminars in the LT.
Weekly two-hour seminars in LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to write one paper (around 2,000 words) during the term and produce oral presentations.

Indicative reading: V. Bulmer-Thomas, V (2014) The economic history of Latin America since independence CUP; S. Edwards, (2010). Left behind: Latin America and the false promise of populism. University of Chicago Press; P. Franko, (2007). The puzzle of Latin American economic development. Rowman & Littlefield; J. L. Gallup, (2003) Is geography destiny?: lessons from Latin America. World Bank; E. Stein, et al. (2008). Policymaking in Latin America: how politics shapes policies. IADB; Ocampo, JA and Ross, J (2011). The Oxford handbook of Latin American economics. Oxford; Oxford University Press. Bertola, L and Ocampo, JA (2012), The economic development of Latin America since independence/ Oxford; Oxford University Press. Scartascini, CG, Stein, E. and Tommasi, M. (2010). How democracy works: political institutions, actors, and arenas in Latin American policymaking. [Washington, D.C.]: IADB; Blake, C.H (2007) Politics in Latin America 2nd edition Boston, Houghton Mifflin Company. AAVV (2003) Inequality in Latin America and the Caribbean. Breaking with history? IBRD Edwards, S, Esquivel, G, and Marquez, G. (2007) The decline of Latin American economies growth, institutions and crises. Chicago: University of Chicago Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH454
Human Health in History

This information is for the 2017/18 session.
Teacher responsible: Dr Eric Schneider SAR.5.18 and Dr Patrick Wallis SAR.5.11
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course explores how human health has changed over time and tracks how the environment, society, public health infrastructure, medical practice and health systems have influenced health. The course begins with a three-seminar survey of how health has changed from the Neolithic era onwards. Subsequent thematic sets of seminars study the following topics in more detail:
- Health in the pre-Industrial world including discussion of plague, the Columbian Exchange and American slavery
- The epidemiological and health transition with weekly topics on the germ theory of disease, medical innovations, sanitation and the developmental origins of health
- The development of health systems from the early modern period to the present
- Combating disease with particular reference to smallpox, cholera and AIDS
- The influence of health on society and the economy including topics on health and economic growth, gender disparities in health and morbidity

One of the focuses of the course will be critical engagement with the sources and methods that historians have used to reconstruct health history. Students will also complete a 3,000 word research paper based on primary sources or data on a health history topic as part of the summative assessment.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 1 hour of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay and 1 project in the MT and 1 essay and 1 other piece of coursework in the LT.
Formative essay (1,500 words) due in week 8 of Michaelmas Term
- Choose one of three practice exam questions

Group research project
- We will introduce the project along with various datasets
- Then they will have reading week and the rest of term to develop their research project.
- They will give a 10-minute presentation of the project to the class in weeks 8-9 of Michaelmas Term.
- A 1,500 word essay will be due in week 11 of Michaelmas Term.

Research project proposal (one page) due in week 2 of Lent Term
- Explain the historical question you will address
- Describe the data and methodology that you will use to address the question

Formative essay (1,500 words) due in week 1 of Summer Term
Indicative reading: Floud, Roderick, Robert W. Fogel, Bernard Harris and Sok Chul Hong, The Changing Body: Health, Nutrition, and Human Development in the Western World since 1700 (Cambridge, 2011). Harrison, Mark, Disease and the Modern World: 1500 to the Present (Cambridge, 2004). Livi-Bacci, Massimo, A Concise History of Population (Chichester, 2012). Almond, Douglas and Janet Currie, 'Killing Me Softly: The Fetal Origins Hypothesis', The Journal of Economic Perspectives, 25, no. 3 (2011), pp. 153-172. Costa, Dora, 'Health and the Economy in the United States, from 1750 to the Present', NBER Working Paper, no. 19685 (2013). Hays, J. N., The Burdens of Disease: Epidemics and Human Response in Western History (New Brunswick NJ, 1998). Steckel, Richard H., 'Stature and the Standard of Living', Journal of Economic Literature, 33, no. 4 (1995), pp. 1903-1940. Wallis, Patrick, 'Introduction: The Growth of the Early Modern Medical Economy', Journal of Social History, 49, no. 3 (2016), pp. 477-483.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (50%, 3000 words) in the LT.
The two-hour unseen exam will cover all topics of the course and take place during the main examination period.
The 3,000-word summative research project is an opportunity for students to conduct their own primary-source research into the history of health. Students can either use a primary source available as a dataset, or they can venture out to the archives to collect additional information as a basis for their project. The project must be historical (pre-1990) and cannot directly replicate studies in the literature using the same data. However, it can test another author's result using new sources or use the same sources to test a different question. The project can use quantitative or qualitative methods (or both) based on each student's preference. The project will be due by 4:00 pm on Thursday of week 11 of Lent Term. More detailed guidance on the project will be disseminated early in Michaelmas Term.

EH463 Half Unit
The Long-Run Analysis of Firms and Industries

This information is for the 2017/18 session.
Teacher responsible: Dr Gerben Bakker SAR 509
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research) and MSc in Global History. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no prerequisites, but some knowledge and an interest in business and finance are advantageous.
Course content: This course comparatively explores the history of strategies, business organisations and industries since the nineteenth century. Different approaches to analyse this evolution are discussed, as well as the history of thinking about management and organisational structure and how this affected history itself. Introductory lecture(s) set the scene, discuss key concepts and various economic approaches to analyse the evolution of organisations. Subsequently the course looks at the origins of legal forms of organisation - such as the corporation, the private limited liability company and the cooperative - at the development of organisational structures, at the history of thinking

about them, and at evolution of industries.
Teaching: 20 hours of seminars in the LT.
The class meets for two-hours each week, in the Lent Term. Introductory lecture(s) are followed by student-led seminars.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are expected to produce one essay during the term and to sit a short mock examination paper at the end of term.
Indicative reading: G. Boyce and S. Ville, The Development of Modern Business (2002); C. J. Schmitz, , The growth of big business in the United States and Western Europe, 1850-1939 (1993); S. Douma and H. Schreuder, Economic Approaches to Organizations (2002); A. Huczynksi and D. Buchanan, 'Organizational Structures', part 4 in Organizational Behaviour (2001 or later edition); D. A. Wren, The History of Management Thought (5th ed. 2004); O. E. Williamson, The economic institutions of capitalism. Firms, markets, relational contracting (1985); A. D. Chandler, Strategy and Structure: Chapters in the History of the American Industrial Enterprise (1962); J. Sutton, Technology and Market Structure: Theory and History (1998); F. Knight, Risk, Uncertainty and Profit (1921); J. A. Schumpeter, "Can Capitalism Survive?" in his Capitalism, Socialism and Democracy (1942); L. Hannah, 'Marshall's "Trees" and the Global "Forest" in N. Lamoreaux, D. Raff and P. Temin, Learning by Doing in Markets, Firms and Nations (1999); J. M. Karpoff, "Public versus Private Initiative in Arctic Exploration: The Effects of Incentives and Organizational Structure," Journal of Political Economy 109 (2001); E. Hilt, "Incentives in Corporations: Evidence from the American Whaling Industry," Journal of Law and Economics 49 (2006); M. J. Lynskey and S. Yonekura, Entrepreneurship and Organization (2002).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH464 Half Unit
The Historical Context of Business

This information is for the 2017/18 session.
Teacher responsible: Mr Peter Sims
Availability: This course is available on the CEMS Exchange, MA Global Studies: A European Perspective, MBA Exchange, MRes in Quantitative Economic History, MSc in Accounting, Organisations and Institutions, MSc in Economic History, MSc in Economic History (Research) and MSc in Global History. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no prerequisites, but an interest in business and economic development are advantageous.
Course content: This course explores the evolution and variation of the conditions under which business has operated in different parts of the world. It concentrates on but is not exclusively concerned with the nineteenth and twentieth centuries. It is not an "MBA" course, in that it does not look at the specific decisions of specific firms, but rather looks at the environments in which industries have operated in different periods and places in history.
Teaching: 2 hours of lectures, 8 hours of lectures and 8 hours of seminars in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are expected to produce one essay during the term and to sit a mock examination paper over the Christmas vacation.
Indicative reading: Readings include, S Broadberry, Productivity Race; Y Cassis, Big business: European Perspective; J Kay, Foundations of Corporate Success; N Lamoreaux & D Raff (Eds), Co-ordination and Information; M G Blackford, The Rise of Modern Business in GB, US and Japan; R Reich The Work of Nations; O Williamson 'The Modern Corporation: Origins, evolution, attributes' Journal of Economic Literature 1981; Porter, M The Competitive Advantage of Nations, Harvard Business Review 1990, CK Harley 'Substitution for prerequisites: endogenous institutions and comparative economic history' in R Sylla and G Toniolo Patterns of European Industrialisation: the nineteenth century.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH472 Half Unit
Essay in Quantitative Economic History

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is compulsory on the MSc in Quantitative Economic History. This course is not available as an outside option.
Course content: The topic of the Essay is chosen by the students in close consultation with their supervisors. The purpose of the essay is to introduce students to the practice of historical research through the completion of a small, self-contained project that involves the use of quantitative methods in the analysis of historical change. It builds on competencies acquired in the core economic history and economics courses of the MSc. It must demonstrate the ability to formulate and motivate a research question, reflect adequate knowledge of the relevant literature in economic history and economics, make effective use of appropriate quantitative methods, and show critical capacity in the interpretation of the evidence and findings. Selection of title:
The title must be approved by the student's supervisor. An agreed provisional title and an outline of the Essay must be submitted by week 3 of Lent Term.
Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their supervisors. There will be four Essay sessions in Michaelmas Term for all students on the programme and meetings with supervisors during the course of the year.
Formative coursework: Students must submit a one page summary and draft work for comment by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.
Assessment: Essay (100%, 6000 words).
The essay should be no longer than 6,000 words, excluding tables, references and bibliography. Submission on a date to be specified. Marks will be deducted for late submission or excessive length. The Essay counts for a half-unit in the four-unit MSc programme. The relevant marking criteria are set out in the Notes for Students.

EH473
Research Paper in Quantitative Economic History

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is compulsory on the MRes in Quantitative Economic History. This course is not available as an outside option.
Course content: The Research Paper builds on the research training provided through the core courses of the MSc Quantitative Economic History and the MRes Quantitative Economic History, augmented by the optional economic history courses taken by students during the MRes. The topic of the Research Paper is chosen by the students in close consultation with their MRes supervisors who, normally, will be their prospective PhD supervisors. The Research Paper will present the results of an original enquiry into a clearly defined historical problem and use appropriate methods of quantitative analysis. It must demonstrate the ability to employ relevant concepts from economics and/

or the wider social sciences effectively, an understanding of and critical engagement with the relevant economic history literature, an appreciation of the nature of historical explanation and analysis, and the ability to identify, collect and critically examine relevant quantitative information. Apart from it being an integral core component of the MRes programme, the Research Paper also serves as a first step towards the production of one of the three publishable papers envisaged for the students' prospective paper-based PhD thesis. Selection of title: The title must be approved by the student's supervisor. An agreed provisional title and an outline of the Research Paper must be submitted by week 3 of Lent Term.
Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their supervisors. There will be four Research Paper sessions in Lent Term for all students on the MRes and meetings with supervisors during the course of the year. Students are expected to submit a one page summary and a substantial draft for comment by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date. This draft work forms the basis of the paper which students have to present at the MRes Quantitative Economic History workshop held in the last week of the Summer Term.
Formative coursework: Students must submit a one page summary and a substantial draft for comment by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.
Assessment: Research project (100%).
The Research Paper should be no longer than 10,000 words, excluding tables, references and bibliography. Submission on a date to be specified. Marks will be deducted for late submission or excessive length. The Research Paper counts for one full unit in the four-unit MRes programme. The relevant marking criteria are set out in the Notes for Students.

EH474
Research Prospectus

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is compulsory on the MRes in Quantitative Economic History. This course is not available as an outside option.
Course content: The Research Prospectus is a detailed, c. 5,000 words long outline 'map' of the prospective PhD thesis. It serves to demonstrate the feasibility of the thesis and, in conjunction with the results achieved in the examinable components of the MRes programme (including the Research Paper), as an indicator of the student's readiness for further graduate work in economic history at PhD level. The Prospectus is non-examinable but subject to approval by a departmental board prior to progression into the PhD programme.
The Research Prospectus is expected (1) to set out the research questions and motivation of the three publishable papers students intend to produce in their prospective PhD thesis, (2) to demonstrate the thematic connections between the three papers, (3) to outline the conceptual/ theoretical frameworks and empirical approaches to be used, (4) to identify the main (data) sources to be exploited, and (5) to delineate the relevant historical and historiographical contexts of the thesis. Insights from the student's ongoing work on the Research Paper (EH473), as a first step towards the production of one of the three papers, are expected to inform the Research Prospectus.
Teaching: Students are expected to work on the Research Prospectus throughout the year and in close consultation with their supervisors who, normally, will be their prospective PhD supervisors.
Assessment: The Research Prospectus is not formally assessed. However, it needs to be approved by the departmental Prospectus Review Board prior to progression to the PhD programme. Submission to the departmental Prospectus Review Board on a date in Summer Term to be confirmed.

EH476 Not available in 2017/18
The Economic History of War

This information is for the 2017/18 session.
Teacher responsible: Prof Max-Stephan Schulze SAR 614 and Mr Dudley Baines SAR 608
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research) and MSc in Global History. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students enrolled on this course are expected to have completed the equivalent of undergraduate survey courses on European history. Knowledge of introductory undergraduate level economics is a distinct advantage.
Course content: This course explores the economic history of war(s) from the late Middle Ages to the 20th century within a comparative framework. Key themes examined include: long-term preparation for war - from bullionism to autarchy; state formation and deformation; organising warfare - from Renaissance condottiere to security firms; resource mobilisation - finance, material inputs, human capital; resource allocation - production and consumption; human and economic consequences of war; post-war reconstructions. The historical cases studied include the Hundred Years War, the Thirty Years War, the European wars of the 18th century, the Napoleonic Wars, the American Civil War, the First and Second World Wars.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There are no lectures on this course. Teaching will consist of 20 seminars of two-hours each in MT and LT; one revision session in LT. There will be pre-circulated papers for the seminars.
Students on this course will have a reading week in Week 6 of both MT and LT, in line with departmental policy.
Formative coursework: Three 2,000 word essays and one class presentation
Indicative reading: R. Bartlett, The Making of Europe. Conquest, Colonization and Cultural Change, 950-1350 (1993). S. Broadberry, & M. Harrison, (eds) The Economics of World War I (2005). J. Brewer, The sinews of Power: War, Money and the English State, 1688-1789 (1989). R. Chickering & S. Foerster (eds), Great War, Total War (2000). S. Foerster & J. Nagler (eds), On the Road to Total War: The American Civil War and the German ars of Unification (1997). D. Diamond, Guns, Germs and Steel: The Fates of Human Societies (1997). J.R. Hale, War and Society in Renaissance Europe, 1450-1620 (1998). G. Hardach, The First World War, 1914-18 (1977). M. Harrison (ed) The Economics of World War II (2000). A.S. Milward, War, Economy and Society 1939-45 (1987). A. Offer, The First World War. An Agrarian interpretation (1989). K. O'Rourke, 'The worldwide economic impact of the French Revolutionary and Napoleonic Wars, 1793-1815', Journal of Global History (2006) 1, pp123-149. R. Overy, Why the Allies Won (2006). G.Parker, The Military Revolution: Military Innovation and the Rise of the West, 1500-1800 (1996). D. Stevenson, With Our Backs to the Wall: Victory and Defeat in 1918 (2011). D. Stevenson, Armaments and the Coming of War: Europe, 1904-1914 (1996). H. Strachan, Financing the First World War (2004).
A. Tooze, Wages of Destruction (2006).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH479 Half Unit
Dissertation in Global History

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is compulsory on the MSc in Global History. This course is available on the MA Global Studies: A European Perspective. This course is not available as an outside option.
This course is the default dissertation option for students following the MSc Global History. Students wishing to write a full-unit (10,000 word) dissertation may, with the approval of their academic adviser, request to take EH480 and fewer optional courses.
Course content: The subject of the dissertation should relate broadly to one of the global history taught courses taken by the student. It should be a critical survey of a well-defined problem in the literature. It must demonstrate adequate knowledge of appropriate literature in Global History and an ability to handle problems of evidence and explanation. The title must be approved by the student's supervisor. A provisional title should be agreed by mid-LT.
Arrangements for supervision:
EH481 gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both from the Department and, individually, from their tutor and from the teacher of the most relevant taught course. There will be meetings during the course of the year. The student must submit a one page summary and draft work for comment by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.
Teaching: 8 hours of lectures in the MT.
Assessment: Dissertation (100%, 6000 words) post-summer term.
The dissertation should be no longer than 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.

EH480
Dissertation in Global History

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is available on the MA Global Studies: A European Perspective and MSc in Global History. This course is not available as an outside option.
Students following MSc Global History may, with the permission of their academic adviser, request to take this full-unit dissertation course in place of EH479. Requests must be received, and approved, by the Friday of Week 5 of Michaelmas Term.
Course content: The dissertation should be an empirical study using primary source material to write on a topic in global history. The topic should relate broadly to one of the global history courses taken by the student.
Selection of title
The title must be approved by the student's supervisor. A provisional title should be agreed by mid-LT.
Arrangements for supervision
EH481 Economic Change in Global History: Approaches and Analysis gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their tutor and from the teacher of the most relevant taught course. There will be meetings during the course of the year.
Teaching: 8 hours of lectures in the MT. 2 hours of lectures in the ST.
Formative coursework: The student must submit a one page summary and draft work for comment by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.
Assessment: Dissertation (100%, 10000 words) post-summer term.
The dissertation should be no longer than 10,000 words, excluding tables, references and bibliography. The title must be approved in advance by the student's supervisor. Marks will be deducted for late submission or excessive length.

EH481 Half Unit
Economic Change in Global History: Approaches and Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Debin Ma SAR 612
Availability: This course is compulsory on the MA Global Studies: A European Perspective and MSc in Global History. This course is available on the CEMS Exchange and MBA Exchange. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The 'project' of global history; comparison and connection; tools for global economic history: ideas from economic history, rational-choice economics and political economy, and from Marxism and 'world systems' theory; the industrial revolution as a conjuncture in global history; empires and globalization; meaning and evolution of the 'world economy'; states and state systems; culture and economic change; the natural environment and global history; the post-modern challenge to metanarrative; strategies for writing global history. The course will introduce central themes and analytical tools in global history, focussing on the history of material progress and stasis, and considering the comparisons and connections between the histories of different regions of the world.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce two written papers during the course.
Indicative reading: K Pomeranz, The Great Divergence (2000); J Diamond, Guns, Germs and Steel (1998); E Jones, Growth Recurring: Economic Change in World History (1988, 2000); D Landes, The Wealth and Poverty of Nations (1998); A Frank, Re-Orient: Global economy in the Asian Age (1998); D North, Institutions, Institutional Change and Economic Performance (1990); C Bayly, The Birth of the Modern World 1780-1914: Global Connections and Comparisons (2004); A G Hopkins (ed), Globalization in World History (2002); D Smith, D Solinger & S Topik (eds), States and Sovereignty in the Global Economy (1999); J Osterhammel and N Petersson (eds), Globalization: A Short History (2005); B Gills and W. Thompson (eds), Globalization and Global History (2006).
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

EH482
Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in China in Comparative Perspective, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation and MSc in Global History. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course surveys long-term processes of growth and development in pre-modern Europe and the wider

world. The course raises fundamental questions about the nature of pre-industrial societies and economies. First, it asks if stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. Were societies 'Malthusian', and what kind of growth and development did they experience? Second, it addresses debates over the origins of European industrialisation. Why was Britain first? Was British success from the 17th century the result of unique social, institutional, or cultural features?Was it the outcome of a centuries-long, cumulative process of change that relied as much on inputs from the rest of Europe and the wider world as much as specifically domestic features? Or was it the result of a 'fortunate conjuncture'? Third, it draws parallels for a comparison of development paths within European and beyond in those regions were Europeans got into contact in the course of the early modern period. The approach throughout is thematic. Themes include: population, agriculture, technology, manufacturing, labour regimes, economic effects of legal, political, and constitutional structures; political economy; trade and market integration, money, finances and commercial institutions, and the causes and effects of the European expansion overseas.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT.
2-hour meetings weekly, with a flexible combination of lectures and seminars in MT and LT.
Students on this course will have a reading week in Week 6 of each term, in line with departmental policy.

Formative coursework: All students are expected to write four essays: one by the end of the fifth week of the MT, one by the end of the ninth week of the MT, one by end of the fifth week of the LT, and one by the end of the ninth week of the LT.

Indicative reading: E L Jones, Growth Recurring: economic change in world history (1988; 2nd ed., 2002); D North, Structure and Change in Economic History (1981); H Miskimin, The Economy of Early Renaissance Europe, 1300-1460 (1969); K G Persson, An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present (2010); J De Vries, The Economy of Europe in an age of crisis, 1600-1750 (1976); K Pomeranz, The Great Divergence: China, Europe, and the making of the modern world economy (2000); A G Frank, ReORIENT: Global economy in the Asian age (1998); J E Inikori, Africans and the Industrial Revolution in England (2002); J Lockhart and S B Schwartz, Early Latin America: a history of colonial Spanish America and Brazil (1983/2005); S L Engerman and R E Gallman, The Cambridge Economic History of the United States, Vol. 1 (1996); V Bulmer-Thomas, J H Coatsworth and R Cortes Conde, The Cambridge economic history of Latin America, Vol. 1 (2008) http://histories.cambridge.org/book?id=chol9780521812894_CHOL9780521812894

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH483

The Development and Integration of the World Economy in the 19th and 20th Centuries

This information is for the 2017/18 session.

Teacher responsible: Dr Neil Cummins SAR 513 and Mr Peter Sims

Availability: This course is compulsory on the MA Global Studies: A European Perspective, MSc in Economic History, MSc in Economic History (Research), MSc in Global History and MSc in Global Politics. This course is available on the MRes in Quantitative Economic History, MSc in Accounting, Organisations and Institutions, MSc in Empires, Colonialism and Globalisation and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course aims to provide an overview of the development and integration of the world economy since the First Industrial Revolution. Global economic history over this period can be divided into four phases, around which the lectures will be based:
1. The birth of the modern world, 1780-1870
2. Globalisation, 1870-1914
3. Globalisation Backlash, 1914-195-
4. Globalisation since 1950

Particular themes covered include:
1. Catching-up, forging ahead and falling behind: analysis of reasons for success and failure in economic growth in different eras
2. The role of factor and trade flows in the development process
3. Demographic transitions and their links to economic factors
4. The international monetary system and financial crises
5. The wider role of institutions and institutional change

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.
Students on this course will have a reading week in Week 6 of each term, in line with departmental policy.

Formative coursework: Three pieces of written work are to be submitted for the course.

Indicative reading: Broadberry, S. and O'Rourke, K.H. (eds.) (2010), The Cambridge Economic History of Modern Europe; Acemoglu, D., and Robinson, J.A. (2006), Economic origins of dictatorship and democracy; Livi-Bacci, M. (2001), A Concise History of World Population; Broadberry, S.N. (1998), "How did the United States and Germany Overtake Britain? A Sectoral Analysis of Comparative Productivity Levels, 1870-1990", Journal of Economic History; Hatton, T. and J. Williamson (1998), The Age of Mass Migration; Eichengreen, B. (1996), Globalizing Capital; Accominotti, O., and Flandreau, M. (2008), "Bilateral Treaties and the Most-Favored Nation Clause. The Myth of Trade Liberalization in the Nineteenth Century", World Politics; O'Rourke, K. and Williamson, J. (1999), Globalization and History; Harrison, M. (1988), "Resource Mobilization for the Second World War in the USA, UK, USSR, and Germany, 1938-45", Economic History Review; Eichengreen, B. and Hatton, T.J. (eds.), Interwar Unemployment in International Perspective; Eichengreen, B., and Sachs, J. (1985), "Exchange Rates and Economic Recovery in the 1930s", Journal of Economic History; Taylor, A.M. (1998), "On the Costs of Inward-Looking Development: Price Distortions, Growth, and Divergence in Latin America", Journal of Economic History.

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EH486 Half Unit

Shipping and Sea Power in Asian Waters, c 1600-1860

This information is for the 2017/18 session.

Teacher responsible: Prof Kent Deng SAR.5.17

Availability: This course is available on the MA Global Studies: A European Perspective, MRes in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global History, MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines the development of shipping, sea power and maritime-related industries in East and Southeast Asia, c1600-1860.
Topics include: Introduction to theories and models. Sailing conditions and sea routes in Asian waters. Strategic importance of Asian waters in the global sense. Development of shipping technology. Emergence of naval capacity. Function and pattern of long-distance trade; formation of regional markets and networks; linkages to the home economy. Migration. Investments and returns. Role of governments. Impact of modern capitalism.

Regional hegemony. The context of the process and impact of globalisation in Asia.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.
Taught during the LT. 10 weekly one hour lecture followed by one hour seminar in which student papers will be presented and discussed.
Formative coursework: Students will be expected to produce two essays of up to 2,000 words during the course, one due at the end of the 4th week and the other at the end of the 9th week (see below).
Indicative reading: K Bjork, 'The link that kept the Philippines Spanish: Mexican merchant interests and the Manila trade, 1571B1815' in Journal of World History, 1 (1998), 25B50; K N Chaudhuri, The Trading World of Asia and the English East India Company (1978); Gang Deng, Chinese Maritime Activities and Socioeconomic Development c2100 b.c.B1900 a.d. (1997); Gang Deng, Maritime Sector, Institutions and Sea Power of Premodern China (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in Journal of World History, Vol6, No 2 (1995); Yen-P'ing Hao, The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism (1986); Yen-P'ing Hao, The Compradore in Nineteenth-Century China: Bridge between East and West (1970); L Levathes, When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433 (1994); W Schurz, The Manila Galleon (1985: originally 1938); A So, The South China Silk District: Local Transformation and World-System Theory (1986); M Tampoe, Maritime Trade between China and the West (1989).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EH491 Half Unit
Dissertation in the Poltical Economy of Late Development

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is compulsory on the MSc in Political Economy of Late Development. This course is not available as an outside option.
Course content: The dissertation must present the results of an enquiry into a carefully defined problem in the field, whether by a critical survey of existing literature, or by the use of primary evidence. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in Economic History and Development Studies, and an ability to handle problems of evidence and explanation.
Supervision: EH414 Theories, Paths and Patterns of Late Development gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both in the form of a document from the Economic History Department and individual advice from their respective supervisors. There will be meetings during the course of the year. The student must submit a draft by the last Monday of that term. The draft will form the basis of a paper which the student must present to a dissertation workshop held later that week. Verbal feedback will be provided by teachers and fellow students. The student will also receive detailed written comments on this draft.
Teaching: 6 hours of lectures in the MT. 2 hours of lectures in the LT.
Assessment: Dissertation (100%, 6000 words) post-summer term.
The dissertation should not exceed 6,000 words, excluding tables, references, and bibliography. The title must be approved in advance by the student's supervisor. The dissertation will not be returned to the student, who should therefore make a copy before submission.

EH496-7
Dissertation- MSc Economic History (Research)

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is compulsory on the MSc in Economic History (Research). This course is not available as an outside option.
Course content: The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.
Selection of title: The subject and title of the dissertation must be approved by the student's tutor.
Teaching: 8 hours of lectures in the MT. 2 hours of lectures in the ST.
Arrangements for supervision: Starting in the first term, students will receive advice on how to choose a topic, and how to tackle it, both from the Department and, individually, from their tutor and from the teacher of any relevant taught course. There will be meetings during the course of the year. The student must submit a draft of the dissertation by the last Monday of the Lent Term. This draft will form the basis of a presentation at the dissertation workshop held later that week, at which verbal feedback will be provided by teachers and fellow students. A nominated member of staff will also offer written comments on this draft providing it is submitted by the designated time.
Formative coursework: The student must submit a draft of the dissertation by the last Monday of the Lent Term. This draft will form the basis of the paper which the student must present to a dissertation workshop held later that week, at which verbal feedback will be provided by teachers and fellow students. A nominated member of staff will also offer written comments on this draft providing it is submitted by the designated time.
Assessment: Dissertation (100%, 15000 words) post-summer term.
The final dissertation, is equivalent to two full modules, and will be awarded two separate percentage marks. The first of these marks will be based on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), its creativity and originality, and overall presentation.
The second mark will relate to the student's research design and discussion of methods, their collection and evaluation of primary and secondary sources, and the quality of analysis of evidence and interpretation. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

EH498 Half Unit
Dissertation: MSc Economic History (Half Unit)

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is compulsory on the MSc in Economic History. This course is not available as an outside option.

This course is the default dissertation option for students following the MSc Economic History. Students wishing to write a full-unit (10,000 word) dissertation may, with the approval of their academic adviser, request to take EH499 and fewer optional courses.
Course content: The subject of the dissertation should relate broadly to one of the economic history taught courses taken by the student. It should be a critical survey of a well-defined problem in the literature. It must demonstrate adequate knowledge of appropriate literature in Economic History and an ability to handle problems of evidence and explanation.
Selection of title:
The title must be approved by the student's supervisor. A provisional title should be agreed by mid-LT.
Teaching: 8 hours of lectures in the MT.
EH401 gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their tutor and from the teacher of the most relevant taught course. There will be meetings during the course of the year. The student must submit a one page summary and draft work for comment by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.
Formative coursework: Students must submit a one page summary and draft work for comment by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.
Assessment: Dissertation (100%, 6000 words) post-summer term.
The dissertation should be no longer than 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.

EH499
Dissertation: MSc Economic History

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Wallis
Availability: This course is available on the MSc in Economic History. This course is not available as an outside option. Students following MSc Economic History may, with the permission of their academic adviser, request to take this full-unit dissertation course in place of EH498. Requests must be received, and approved, by the Friday of Week 5 of Michaelmas Term.
Course content: The dissertation should be an empirical study using primary source material to write on a topic of economic history. The topic should relate broadly to one of the economic history courses taken.
Selection of title
The title must be approved by the student's tutor.
Teaching: 8 hours of lectures in the MT. 2 hours of lectures in the ST.
EH401 gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both from the Department (in the form of a document), and, individually, from their tutor and from the teacher of the most relevant taught course. There will be meetings during the course of the year. Students must submit a draft for comment by the end of the Summer Term.
Formative coursework: Students must submit a draft for comment by the end of the Summer Term.
Assessment: Dissertation (100%, 10000 words) post-summer term.
The dissertation should not exceed 10,000 words, excluding tables, references, and bibliography. The title must be approved in advance by the student's supervisor. Marks will be deducted for late submission. The dissertation will not be returned to the student, who should therefore make a copy before submission.

EU409
Basic Economic Concepts for European Political Economy

This information is for the 2017/18 session.
Availability: This course is available on the MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option. Students from other programmes within the European Institute can also follow the course. This course is for students with little economic background.
Course content: This is a Moodle-based course offering a series of instructional videos / recorded lectures (and related reading material / study guides) on some basic economics concepts and theory that are relevant to discussions concerning the political economy of Europe that students will come across in their other courses during their MSc degree. The course is not assessed and there is no formal instruction. Students are encouraged to work in teams and to develop discussions on Moodle- which will be partially moderated by the Course Convenor. The material is designed so as to be accessible to students with no previous knowledge of economics but students with some basic economics knowledge will also benefit from it. Example topics include: current account and budget deficits ("twin deficits"), inflation and unemployment ("Phillips Curve"), trade liberalisation and tariffs ("gains from trade"), competitiveness and unit labour costs ("internal devaluation"), and others.
Teaching: This is a Moodle-based course with no formal teaching. Students can arrange one-to-one sessions with the Course Convenor during Feedback Sessions/Office Hours. Depending on student demand, a limited number of 'EU409 Surgeries' can be arranged.
Indicative reading: J Stiglitz & J Driffill, Economics, Norton, 2000 (or later editions); P Krugman & M Obstfeld, International Economics, Addison Wesley, 2003.
Assessment: There is no examination for this course.

EU410
Interdisciplinary Research Methods and Design

This information is for the 2017/18 session.
Teacher responsible: Dr Waltraud Schelkle COW 1.06
Availability: This course is compulsory on the MSc in European Studies (Research), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.
Course content: This series of workshops and lectures offers an introduction to research methods and design for all students taking masters degrees in the European Institute. Themes discussed include: methods in the social sciences and in the humanities; common problems of research design; advice on writing coursework essays and dissertations; advice on critical reading and interpretation of texts; the logic of comparative case-studies; comparative research and an introduction to quantitative methods and data sources. Each session will consist of short lecture elements followed by group work in which students with their different backgrounds help each other to solve specific problems of research design.
Teaching: 4 hours of lectures and 3 hours of workshops in the MT. 4 hours of lectures and 3 hours of workshops in the LT.
A total of 4 hours of lectures in both MT and LT. Two 1.5 hour workshops in Reading week 6 of MT and LT.
Indicative reading: Bob Hancké, Intelligent Research Design: A guide for beginning researchers in the social sciences, Oxford UP 2009.
Assessment: There is no examination for this course.

EU420 Half Unit
European Law and Government

This information is for the 2017/18 session.
Teacher responsible: Dr Auke Willems COW.2.10
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Social Policy (European and Comparative Social Policy), Master of Laws and Master of Public Administration. This course is not available as an outside option.
This is a capped course (30 students). Students are required to obtain permission from the teaching department to take this course. Students on the Master of Laws programme cannot take this course if they are also taking LL4BG or LL4BH.
Course content: Law seems to function as a programming language: only specialists know how to "speak" it. This is true especially for the EU, which is often accused of using law to obscure the policy choices made from the citizens that are affected by such choices. At the same time, law is so systemically engrained in the EU's set-up that it is increasingly difficult to understand what the EU is and does, let alone criticise it or suggest alternatives, without a grasp of the role of law in the integration process. This course's objective is to connect the legal and political science perspective on governance in the EU, and provide those with none, or a very limited, background in law with the tools to better understand the state of the Union.
The course provides an overview of how the EU is governed and – at the same time – of how it governs its citizens. You will come out of it with a detailed understanding of how the EU institutions work, how EU law is adopted at the European level, and how the EU interacts with governments on the national level. It challenges you to critically think about the interaction between law and politics; and the interaction between the EU and its Member States. The course both covers the institutional perspective, highlighting the role of the different institutions in the Union, and also focuses on those substantive issues that are currently topical in the EU – such as fundamental rights or the euro-crisis.
At no other time in the development of the EU has the interaction between law and government so fundamentally affected the direction of the integration process. The coming years will very probably see fundamental changes to the Union's structure; which are informed as much by political dynamics as by legal mechanisms. This course prepares you to fully understand those changes – and allows you to analyse critically both their normative content and institutional structure.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One unassessed essay (2,000 words).
Indicative reading: C Bickerton, European Integration: From Nation-States to Member States (Oxford University Press 2012); G de Burca and J Weiler (eds), The Worlds of European Constitutionalism (Cambridge University Press 2012); S Hix and B Høyland, The Political System of the European Union 3rd ed (Palgrave 2011); P Lindseth, Power and Legitimacy: Reconciling Europe and the Nation-State (Oxford University Press 2010).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

EU421 Half Unit
Policy-Making in the European Union

This information is for the 2017/18 session.
Teacher responsible: Dr Eiko Thielemann
Availability: This course is compulsory on the MSc in EU Politics and MSc in EU Politics (LSE and Sciences Po). This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environmental Policy and Regulation, MSc in European Social Policy, MSc in Media and Communications (Media and Communications Governance), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Public Policy and Administration (Research), MSc in Social Policy (European and Comparative Social Policy) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A solid knowledge of the role and functions of EU institutions is required.
Course content: This course offers the theoretically informed study of the EU policy-making across a selection of key issue areas. The principal aim of the course is to provide a detailed knowledge of how national and EU institutions interact in European policy making. To achieve this, the course is divided into two parts. The first introduces principal theories of policy making along three core policy dimensions: agenda setting, decision making and policy implementation. In the second part the conceptual insights gained will be used to analyse a number of substantive policy areas. These will typically include: the single market, cohesion policies, immigration and asylum policies, Common Agricultural Policy, Economic and Monetary Union, Justice and Home Affairs and EU foreign policy.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST. Students on this course will have a reading week in Week 6, in line with departmental policy.
Indicative reading: H Wallace, M Pollack, & A Young, Policy-Making in the European Union; S Hix &.and B. Hoyland, The Political System of the European Union; M Pollack, The Engines of Integration: Delegation, Agency and Agenda Setting in the European Union; J J Richardson & S Mazey, European Union: Power and Policy-making.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU425 Half Unit Not available in 2017/18
Interest Representation and Economic Policy-Making in Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Coulter COW 1.07
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The focus of this course is on the representation of interests in Europe, and their role in Economic policy-making. Students will analyse the main theoretical issues and selected empirical questions on how interests are differently organised across countries and at the EU level, on the interplay between interest representation and electoral politics, and on the policy outcome after interest intermediation. The objective is to understand the dynamics of economic policy-making in comparative perspective, with an emphasis on the globalisation period.

Teaching: 20 hours of seminars in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One presentation per student and one 2,500 word essay.
Indicative reading: Olson, M. (1982) The Rise and Decline of Nations: economic growth, stagflation, and social rigidities. New Haven, London, Yale University Press; Dahl, R. A. (1989) Democracy and Its Critics. New Haven and London Yale University Press. Chapter 20, pp.280-298; Bouwen, P. (2004) "Exchanging access goods for access. A comparative study of business lobbying in the European Union institutions." European Journal of Political Research, 43: 337-369; Streeck, W. and Schmitter, P. (1991) "From National Corporatism to Transnational Pluralism", Politics and Society, 19, 133-164; Patterson, Lee Ann (1997) "Agricultural Policy Reform in the European Community: A Three-Level Game Analysis." International Organization 51 (1): 135-65; Streeck, W. and Kenworthy, L (2005) "Theories and Practices of Neocorporatism". In Janoski, T., Alford, R. R., Hicks, A. M. and Schwartz, M. A. (eds) The Handbook of Political Sociology, Cambridge: Cambridge University Press, pp. 441-460; Cusack, T. R. (1997) "Partisan politics and public finance: Changes in public spending in the industrialized democracies, 1955-1989." Public Choice 91: 374-395; Iversen, T. and D. Soskice (2006) "Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More Than Others." American Political Science Review 100(2): 165-181; Avdagic, S. and Colin Crouch (2006) "Organized Economic Interests: Diversity and Change in an Enlarged Europe." In Developments in European Politics, Paul Heywood, Erik Jones, Martin Rhodes, and Ulrich Sedelmeier (Eds.) Basingstoke and New York: Palgrave, 2006, p. 196-215.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

EU426 Half Unit Not available in 2017/18
The West

This information is for the 2017/18 session.
Teacher responsible: Dr Rebecca Bryant COW 2.14
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Empires, Colonialism and Globalisation, MSc in Global Europe: Culture and Conflict, MSc in History of International Relations, MSc in International Relations (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
This is a capped course (30 students). Students are required to obtain permission from the teaching department to take this course.
Course content: This course is in two parts. The first will explore the transformation of a spatial direction into a sociopolitical concept and ideal, in other words the historical emergence of something that we know as 'the West'. The second part of the course will explore the role that concept has played in narratives of modernity and progress that have defined the postcolonial world. The goal is not only to understand 'the West' as a concept, but to understand how, in the context of colonialism and global hierarchies, that concept continues to position a particular geopolitical space in relation to 'the Rest'. The course will begin by examining 'the West' as a discursive concept that comes to signal a particular timespace, referring to a group of countries in Western Europe as the future of 'the Rest'. In this sense, a 'modern' future becomes conceptually entangled with the politics and culture of the West and is often understood in the language of Westernisation. Over the course of the twentieth century, this has become most obvious in the 'transatlantic alliance' that incorporates the U.S. into this geohistorical imaginary.
The second part of the course will address the West's 'Others'—specifically, 'the Orient', 'the East', and 'the Balkans'. As we will see, all of these have proven labile concepts through which the defining features of a 'West' have emerged. Moreover, these are features that have been deployed in the context of colonialism, anti-colonialism, and postcolonial statebuilding, especially through projects of modernisation that were also projects of Westernisation. We will examine cases of modernisation and statebuilding in the Middle East, Russia, and the Balkans to tease out projects of reflexive Orientalisation that depended on an antagonistic and/or hierarchical relationship to an Occident—'the West'. We will also look at the ways in which certain contradictions and paradoxes inherent to projects of modernisation as Westernisation continue to play out in contemporary geopolitics and in 'Western' commentators' characterisation of certain geopolitical conflicts as a 'clash of civilisations'. This will include lectures on the making of the Post-Cold War world.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two essays of 1,750-2,000 words; one seminar presentation.
Indicative reading: Cemil Aydin, The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought; Riccardo Bavaj and Martina Steber (ed.), Germany and 'the West'. The History of a Modern Concept; Alastair Bonnett, The Idea of the West: Politics, Culture, History; Ian Buruma and Avishai Margalit, Occidentalism: A Short History of Anti-Westernism; James G. Carrier, Occidentalism: Images of the West; Dipesh Chakrabarty, Provincializing Europe; Robert D. English, Russia and the Idea of the West; David Gross, From Plato to NATO: The Idea of the West and Its Opponents; Theodore H. von Laue, The World Revolution of Westernization: The Twentieth Century in Global Perspective; Iver B. Neumann, Uses of the Other: "The East" in European Identity Formation; Jacinta O'Hagan, Conceptualizing the West in International Relations: From Spengler to Said; Maria Todorova, Imagining the Balkans; Paul Kennedy, The Rise and Fall of the Great Powers; Jonn Mearsheimer, The Tragedy of Great Power Politics; Fareed Zakaria, The Post American World; Jonathan Fenby, Will China Dominate The 21st Century?; Jan Zielonka, Is The EU Doomed?
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU430 Half Unit Not available in 2017/18
Europeanization: The Comparative Politics of Domestic Change

This information is for the 2017/18 session.
Teacher responsible: Prof Kevin Featherstone COW 2.02
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: How and why we experience European Union membership differently across our national political systems is becoming increasingly important in debates about the future of Europe. Crises of legitimacy, capability, and impact have been identified. Following this lead, this course compares and contrasts domestic responses to European integration, highlighting differences between policy mechanisms and sectors; institutional capacities and settings; and political (party and electoral) behaviour. The discussion and analysis is framed by the notion of 'Europeanization', to consider the linkages between the European

and national levels.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Within these sessions the format will vary between lectures, seminar discussion and student presentations/projects.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One 1,500 word assignment.
Indicative reading: Graziano, P. and Vink, M.P. (eds) (2006) Europeanization: New Research Agendas, Palgrave Macmillan; Bulmer, S. and Lesquesne, C. (eds) (2005) The Member States of the European Union, Oxford: Oxford University Press; K Featherstone & C Radaelli (Eds), The Politics of Europeanization; Oxford University Press, (2003); K Goetz & S Hix (Eds), Europeanised Politics? European Integration and National Political Systems, Frank Cass, (2001); M Green Cowles, J Caporaso & T Risse (Eds), Transforming Europe: Europeanization and Domestic Change, Ithaca, Cornell UP; F. Schimmelfennig and U. Sedelmeier (eds) (2005) The Europeanization of Central and Eastern Europe, Ithaca: Cornell University Press.
Assessment: Essay (100%, 5000 words) in the LT.

EU431 Half Unit Not available in 2017/18
European Integration from a Global Perspective

This information is for the 2017/18 session.
Teacher responsible: Dr Mareike Kleine COW 1.01
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in International Relations (Research), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Advanced knowledge of European institutions and of theories of international cooperation and Comparative Politics.
Course content: Distances on a world scale are shrinking through the emergence and thickening of networks of connection - a process commonly referred to as globalization. The process is far from complete with some regions like Europe being highly integrated and other regions lagging behind. Partial but increasing globalization produces discord and requires effective governance beyond the nation-state, that is, processes and institutions, that guide and constrain the collective activities of groups. How does governance work? How can we design effective institutions? How do we ensure that these institutions remain legitimate? Is the European Union at the vanguard of globalization and a model that other regions or the world, as a whole, will come to adopt? Can Europe, in turn, learn from alternative forms of governance on the regional or global scale? The course engages recent positive and normative scholarship in European Studies, International Relations, Comparative Politics, and Political Theory on governance in and beyond Europe. Putting European integration in this global and comparative perspective promises to illuminate current public and scholarly debates about the depth, the geographic scale, the legitimacy and the future of European integration. We study these questions by posing four issues: the nature of globalization; institutions and processes; actors and scope; and democracy and distribution. For each of them, European integration will serve as the principal case study to be discussed in light of developments in the rest of the world.
Teaching: 20 hours of seminars in the LT. 4 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: 1) A research proposal (due in week 5) of not more than 1,000 words for the long essay. The proposal is worked out in close cooperation with the seminar teacher. 2) Seven short memos based on the assigned reading. This memo should not be more than one page of bullet points.
Indicative reading: Keohane, Robert O. 2001, Governance in a Partially Globalized World. American Political Science Review 95(1): 1-13; Majone, Giandomenico. 1994, The Rise of the Regulatory State in Europe. West European Politics 17(3): 77-101; Rodrik, Dani. 1997, Has Globalization Gone Too Far? Washington, D.C.: Institute of International Economics; Slaughter, Anne-Marie. 2004, A New World Order . Princeton: Princeton University Press.
Assessment: Other (90%) and other (10%).
One 4,000-5,000 word research paper to be submitted by the end of the LT (90%)
One critical comment of no more than 500 words on the assigned readings (10%)

EU432 Half Unit
The Philosophy of Europe

This information is for the 2017/18 session.
Teacher responsible: Prof Simon Glendinning COW 2.12
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
This Course is available with permission as an outside option to students to other programmes where regulations permit.
Pre-requisites: None
Course content: In this course we will read and discuss texts that draw the history of Europe into relation with philosophy. In its most classical form the assertion of this relation belongs to an understanding of Europe's history as inseparable from the project of a life predicated on reason. Europe, insofar as its cultural identity is caught up with the Greek ideal of scientific rationality, is not simply the place where philosophy was first elaborated and developed. On the contrary, Europe first arises as a place only in and through the elaboration and development of philosophy. Of course, philosophy is, historically speaking, a European phenomenon - although one which concerns above all the question, in principle open to anyone, of what it is to be a human being as such. Equally, however, Europe is itself a philosophical phenomenon - its identity inseparable from the idea of a project that concerns rational animality as such, and hence humanity as a whole.
The idea that Europe has a world-wide significance in virtue of its relation to philosophical thought is strikingly expressed in Kant's prediction of "a great political body of the future" emerging in Europe, a kind of league of nations, that will probably "legislate" - that is, at least serve as a guiding example - for all humanity. Indeed, the global "cosmopolitan existence" posited by Kant as the final end of world history is not just a philosopher's idea of humanity's collective political destiny: the very idea of a global human community is essentially philosophical. On this view, the (particular) history of the peoples of "our continent" has a relation to the (universal) destiny - the liberation or emancipation - of humanity world-wide. This is not simply because of the hegemonic political and economic ambitions of imperialist Europeans, but the world-wide movement of a cosmopolitan and humanist culture. Starting with Kant's classic essay on "Idea for a Universal History with a Cosmopolitan Purpose" we will turn to the way in which Europe is understood and elaborated within the post-Kantian tradition: in Hegel, Marx, Husserl, Valéry, Berlin, Fukuyama, and Derrida.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Each seminar will be based around the discussion of a short essay or text which everyone in the class will be expected to have read. The texts will typically be available either online or as a photocopy.
Students on this course will have a reading week in Week 6, in line

with departmental policy.
Formative coursework: One essay of 2,000 words.
Indicative reading: Immanuel Kant 'Idea of Universal History with a Cosmopolitan Purpose', in Political Writings; Edmund Husserl 'The Vienna Lecture', in The Crisis of European Sciences and Transcendental Phenomenology; Paul Valéry, in History and Politics; Jacques Derrida, 'Of the Humanities and the Philosophical Discipline. The right to philosophy from the cosmopolitical point of view (the example of an international institution)' (online).
Assessment: Take home exam (100%) in the ST.

EU434 Half Unit Not available in 2017/18
The Political Economy of Southeast Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Vassilis Monastiriotis COW 2.05
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Local Economic Development, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A basic understanding of economics is desirable but not necessary.
Course content: The course examines the processes of transition, regional cooperation and European association in the SEE region and draws on theories of regionalism, economic integration and transition to assess the extent and prospects of regional cooperation and political-economic development in Southeast Europe. It explores the economic structures and political constraints of the region; the coordination of policies at the European and regional levels and the role of the EU in fostering regional cooperation and transition; developments in macro-economic performance with emphasis on trade, investment and growth; the main labour market and social-policy problems and the emerging agenda of structural reforms; the impact of the crisis and the political and economic challenges lying ahead for the countries in the region and for the region as a whole. Attention is paid to Greece as the historical EU partner in SE Europe and, more recently, as a source of instability in the region. The course relates the above issues to the question of policy harmonisation and Europeanisation of the region, in relation to the current and future waves of enlargement of the EU.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One 1,500 word essay, a group presentation, various weekly in-class activities (briefing notes, multiple choice quizzes etc) and a mock-exam paper.
Indicative reading: Gianaris N (1996) Geopolitical and Economic Changes in the Balkan Countries, Praeger; Lavigne M (1999) The Economics of Transition, Ashgate; Petrakos G. and Totev S. (eds) (2001) The Development of the Balkan Region, Aldershot; Anastasakis O. and Bojicic-Dzelilovic V. (2002) Balkan Regional Cooperation and European Integration, Hellenic Observatory, LSE; Bartlett W. (2007) Europe's Troubled Region: Economic Development, Institutional Reform, and Social Welfare in the Western Balkans, Routledge; Monastiriotis V. (2008) EU Accession, Regional Cooperation and the need for a Balkan Development Strategy, GreeSE Paper No10, LSE; Bartlett W and Monastiriotis V (eds) South East Europe After the Crisis: A New Dawn or Back to Business as Usual? LSEE, London.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU435 Half Unit
History and Theory of European Integration

This information is for the 2017/18 session.
Teacher responsible: Dr Spyridon Economides
Availability: This course is compulsory on the MSc in EU Politics and MSc in EU Politics (LSE and Sciences Po). This course is available on the CEMS Exchange, MBA Exchange, MSc in European Studies (Research), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course is an introduction to the causes and nature of European integration. The topic is presented from a historical, social scientific and normative perspective: We critically examine various theories of, and current debates about European integration by studying the process of integration, its effect on EU member states and third actors, the EU's constitutional character and the crises it is facing. The first part of the course analyses different stages in the integration process, asking why and how member states surrendered more and more power to European institutions. The second part discusses a number of big questions that this transfer of power raises. For example, what are the consequences of the single market and currency on the relationship between states and market in the EU? What are the consequences of political and legal integration for the separation of powers at the national level? What is the source and nature of the EU's power in world politics? We conclude by reflecting on the debate about Euroskepticism, the EU's perceived democratic deficit and the future of European integration. At the end of this course you will have gained an overview and better understanding of the history of European integration, integration theories and their intellectual history, the EU's political system, and current public and scholarly debates about EU politics.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two 2,000-word essays are set and marked by the seminar teacher.
Indicative reading: No single book is exactly coterminous with the syllabus. The following are useful background readings that are recommended for purchase: Desmond Dinan, Europe Recast: A History of European Union. 2nd edition. Boulder: Lynne Rienner, 2014; Ben Rosamond, Theories of European Integration, Macmillan, 2000; A Moravcsik, The Choice for Europe: Social Purpose & State Power from Messina to Maastricht, London, UCL Press, 1998; Ian Bache, Stephen George and Simon Bulmer, Politics in the European Union. 3rd edition, Oxford University Press, 2011.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU437 Half Unit
Europe Beyond Modernity

This information is for the 2017/18 session.
Teacher responsible: Prof Simon Glendinning COW 2.12
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in EU Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in International Relations (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course engages with the deepest roots

and fundamental trajectory of the contemporary European world as identified by three major thinkers of the nineteenth and twentieth centuries: Nietzsche, Heidegger and Derrida. Taking up and problematising the claim made by Emmanuel Levinas that "Europe is the Bible and the Greeks", the course explores the idea that Europe today is a cultural and political movement in deconstruction, a movement beyond its own modern self-understanding which might be summarised by Nietzsche's madman's pronouncement of the death of God. As Derrida, a leading theorist of this conception puts it, "one should, more prudently, say "Greek, Christian and beyond" to conceive the formation of the contemporary European heritage. This suggestion not only makes it possible to acknowledge many other important cultural sources in this heritage (Judaic and Islamic at the very least) but also, and above all, directs us towards what, in Nietzsche's wake, can be identified as "the passage beyond" - the movement in which the European tradition "tends of itself to break with itself". There is no suggestion that the heritage and future of Europe are disconnected in this "passage beyond", and none of the authors explored in this course seek to reject the European heritage or want simply to destroy it. On the contrary, and always in its name, the attempt is made in their writings to effect a renewal of the European world which could propel it in a new direction beyond Enlightenment modernity. The key themes in this renewal will be explored in relation to a "beyond modernity" condition becoming visible in philosophy, politics, technology and religion.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two 2,000 word essays; seminar presentation.
Indicative reading: Friedrich Nietzsche, Beyond Good and Evil; Martin Heidegger, The Question Concerning Technology; Jacques Derrida, "Faith and Knowledge" in Religion (eds Derrida and Vattimo); Robert Pippin, Modernism as a Philosophical Problem.
Assessment: Take home exam (100%) in the ST.

EU439 Half Unit

Political and Fiscal Integration and Disintegration in EU Member States

This information is for the 2017/18 session.
Teacher responsible: Dr Joan Costa-Font OLD 2.37
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Local Economic Development, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy, MSc in Social Policy (European and Comparative Social Policy), MSc in Urban Policy (LSE and Sciences Po) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: With the expansion of processes of economic integration and disintegration in the European Union the traditional economic role of the state requires redefinition. Monolithic states progressively become more flexible structures to respond to constituents demands. This is especially the case of those policy areas that are highly relevant for European citizens such as language, culture and welfare. This course attempts to uses the theory of public choice, fiscal federalism and social economics to describe these phenomena and its detailed effects on the institutional structure of European Union member states and the European Union as a whole. Given the European Union institutional structure is moving towards some form of federalism, the course discusses how theories of political and fiscal federalism can help to understand these phenomena. Furthermore, the constitutional design of the European Union brings up a large set of theoretical questions on the institutional design to be addressed from the perspective of constitutional political economy. The course covers the political economy economy of both fiscal and political decentralisation process with a European perspective, and particularly it examines inter-jurisdictional competition between different levels of government. Finally it examines the social economy that underpins the formation of a European policy, that is, economics approaches to 'language', 'culture', 'ideas', and 'values' and finally 'identity'. Topics include: Formal and Informal Institutional design. Club goods and Public Goods. Political and Fiscal Federalism, Race to the Bottom, Vertical and Horizontal Competition. Economics of language, Culture and the Welfare state.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two essays of up to 1,500 words each
Indicative reading: Albert Breton (1996) Competitive Governments. An Economic Theory of Politics and Public Finance, New York: Cambridge University Press).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU440 Half Unit

The Balkans in Europe: Transition, Democratisation, Integration

This information is for the 2017/18 session.
Teacher responsible: Dr Spyridon Economides COW 2.07 and Dr Vassilis Monastiriotis COW 2.05
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Conflict Studies, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: None
Course content: An examination of South East Europe from a politics, political economy and international relations perspective, with particular emphasis on post-1989 developments. Topics include: The Balkans in Europe and Historical Legacies; the Dissolution of Yugoslavia; The Western Balkans and economic transition; the EU and the Balkans: regionalism and economic integration; Democratisation, state-building and Europeanisation in the Western Balkans; Conditionality and the mechanics of accession; the SEE2020 strategy and the structural reforms agenda; the Balkans and other external actors.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two 1,500 word essays.
Indicative reading: M. Todorova, Imagining the Balkans, Oxford University Press, 1997; M. Glenny, Balkans 1804-1999. Nationalism, War and the Great Powers, Granta Publishers, 1999; S Woodward, Balkan Tragedy, Brookings Institute, 1995; Lavigne M. (1999), The Economics of Transition, 2nd edition; Petrakos G. and Totev S. (eds) (2001), The development of the Balkan region, Aldershot; S. Ramet, Thinking about Yugoslavia: Scholarly Debates about the Yugoslav Breakup and the Wars in Bosnia and Kosovo, Cambridge University Press, 2005; Bartlett W. (2007), Europe's Troubled Region: Economic Development, Institutional

Reform, and Social Welfare in the Western Balkans, Routledge; A. Elbasani, European Integration and Transformation in the Western Balkans: Europeanization or business as usual?, Routledge, 2013; Anastasakis O., Sanfey P. and Watson M. (eds) (2013), Defining a New Reform Agenda: paths to sustainable convergence in South East Europe, South East European Studies at Oxford, St Antony's College, University of Oxford; EBRD (2013), Stuck in Transition?, Transition Report 2013, European Bank for Reconstruction and Development, London.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU443 Half Unit
European Models of Capitalism

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Hancke COW 2.09
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in China in Comparative Perspective, MSc in Global Politics, MSc in Global Politics, MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Public Policy and Administration (Research) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students on the MSc in Global Politics who wish to take this course must seek approval from the teachers responsible.
Students are required to obtain permission from the teaching department to take this course.
Course content: The course consists of three parts. In the first part we will discuss the basic arguments and methodological considerations of the Varieties of Capitalism literature and conduct a comparative analysis of the core issue areas in the political economy of contemporary capitalism: how capital, labour and product markets are structured. The second part will build on these thematic treatments to discuss the structure of and dynamics of the main Western, Southern and Central European models of capitalism. In the final part of the course, we will examine policy areas from a comparative capitalism perspective.
Teaching: 1 hour of lectures and 20 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Indicative reading: Peter A Hall & David Soskice (Eds), Varieties of Capitalism: The Institutional Foundations of Competitiveness. Oxford University Press, 2001; Hancké, Bob, Martin Rhodes and Mark Thatcher (eds.) 2007. Beyond Varieties of Capitalism: Conflict, contradiction and complementarities in the European Economy. (Oxford UP 2007) (henceforth HRT); Crouch, Colin, Capitalist Diversity and Change, Oxford University Press, 2005; Hancké, Bob (ed.), 2009, Debating Varieties of Capitalism: A Reader, Oxford UP.
Assessment: Essay (100%, 5000 words) in the LT.

EU446 Half Unit
The Political Economy of European Monetary Integration

This information is for the 2017/18 session.
Teacher responsible: Dr Waltraud Schelkle COW 1.06
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A basic understanding of economic concepts is essential which is why the auditing of the EU409 Moodle course is highly recommended.
Course content: The purpose of this course is to analyse the process of European monetary integration and its implications for the institutions of economic governance in the EU. There will be a strong emphasis on using the experience of the financial and economic crises since 2008 as a source of evidence to assess both the performance of EMU and the theories about monetary integration. We consider the political and economic rationale for the establishment of EMU. We study the theory of optimal currency areas and its relevance today. Indicative questions addressed in this course include: how and why did the EU develop the EMU project?; did economic theories prepare us for the Euro area crisis of 2010-12?; what are the challenges for member states in adjusting to the discipline of the 'Euro-zone'?; how does the Euro affect the ability of member states to adjust to periods of crisis and to external shocks?; is the sovereign debt crisis of 2010 indicative of imbalances within the EU and basic flaws in its institutional design? What are the collective action problems that explain the incompleteness of the monetary union ? What is the role of the ECB in this process? Is a fiscal union necessary to make a monetary union sustainable in the long run?
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 3 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One 1,500-word essay and one group essay of up to 3,000 words.
Indicative reading: Paul De Grauwe (2016) The Economics of Monetary Union (Oxford University Press, 11th ed.); Kenneth Dyson and Kevin Featherstone (1999) The Road to Maastricht, OUP; Special issue (2006): 'Economic Governance in EMU Revisited', Journal of Common Market Studies vol.44, No.4 (November); DG Ecfin (2009) Economic Crisis in Europe: Causes, Consequences and Responses, European Economy 7/2009; Jean Pisani-Ferry (2014) The Euro Crisis and Its Aftermath, Oxford University Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU447 Half Unit
Democracy, Ideology and the European State

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan White COW 1.09
Availability: This course is available on the MSc in Comparative Politics, MSc in Comparative Politics, MSc in European Studies (Research), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course investigates various ways in which the State's authority to act has been underpinned in Europe, both ideologically and institutionally, in the modern period. It looks at how the State has been used to give expression to the democratic principle, and the ways this has been undermined or rejected.

The module aims to provide students with a deep analytical understanding of the changing role of the State in European society. There will be three parts: A) Theorising the political (including sessions on: the State; collective self-rule and the liberal-democratic compromise; ideology, public opinion and the idea of democracy), B) Democracy in post-War Europe (parties and the structuring of political conflict; the emergence and crisis of the Welfare State; 1968, 1989 and the rediscovery of 'civil society'), and C) Contemporary European trends (ideological convergence and the politics of risk and security; political participation and populism; the challenge of transnational integration: 'governance', 'output legitimacy' and the diffusion of State power). The course will conclude with an overview on possible trajectories to come, under the heading 'post-ideological, post-democratic and post-statal? - Europe today and beyond'.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One 2,500 word unassessed essay
Indicative reading: Quentin Skinner (1989) 'The State', in Ball and Hanson (eds.) Political Innovation and Conceptual Change; Peter Wagner (2008) Modernity as Experience and Interpretation; James Tully (2002) 'The Unfreedom of the Moderns', Modern Law Review 63; Margaret Canovan (2005) The People; Michael Freeden (1996) Ideologies and Political Theory; Claus Offe (1996) Modernity and the State: East and West; Chantal Mouffe (2005) On the Political; Frank Furedi (2005) Politics of Fear: Beyond Left and Right; Nina Eliasoph (1998) Avoiding Politics; Peter Mair (2006), 'Ruling the Void? The Hollowing of Western Democracy', New Left Review 42; Jonathan White (2015), 'Emergency Europe', Political Studies 62 (2).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU449 Half Unit Not available in 2017/18

Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Abigail Innes COW 2.10
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and Master of Public Administration. This course is not available as an outside option.
Pre-requisites: EU409 Basic Economic Concepts for European Political Economy or equivalent.
Course content: This course applies concepts of political economy, economics and political science to its investigation of Central and Eastern Europe's development from post-communist transition, through EU accession to their condition as highly open, FDI-dependent emerging markets within the European Single Market. Placing the region in the comparative context of both the EU15 and comparable emerging markets, the course investigates the ongoing challenges of political and institutional consolidation and the developmental consequences of the liberalization and the consumption and FDI-led growth model of the 1990s/2000s. The course examines the emerging strengths and persistent weaknesses of these political economies and considers their implications for the region's emerging varieties of capitalism, relative international competitiveness and political stability. It considers the comparative political economy of the 'middle income trap', corruption and populism. The lectures aim to provide analytical frameworks and an overview of the major research findings and debates about systemic transformation, the influence of EU accession and the consolidation of democratic capitalism. The seminars link key concepts with the empirical evidence arising from comparative cases.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two essays.
Indicative reading: Jan Drahokoupil and Martin Myant (eds.) (2015) Transition Economies after 2008: Responses to the Crisis in Russia and Eastern Europe, Routledge. N Barr (ed.) (2005) Labor Markets and Social Policy in Central and Eastern Europe: The Accession and Beyond, Washington DC: The World Bank; Dorothee Bohle and Bela Greskovits (2012) Capitalist Diversity on Europe's Periphery, Ithaca: Cornell University Press; Hilary Appel (2011) Tax Politics in Eastern Europe: Globalisation, Regional Integration and the Democratic Compromise, Ann Arbor: The University of Michigan Press; H. Grabbe (2006) The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe, Basingstoke: Palgrave; J Kornai (1992) The Socialist System: The Political Economy of Communism, Princeton University Press; G Roland (2000) Transition and Economics: Politics, Markets and Firms, Cambridge MA: The MIT Press; G Schopflin (1993) Politics in Eastern Europe 1945-1992, Blackwell; Alfred Stepan and Juan Linz (1996) Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-Communist Europe, London: Johns Hopkins University Press; Sharon L. Wolchik and Jane L. Curry (eds) (2008) Central and East European Politics: From Communism to Democracy, London: Roman and Littlefield; Gil Eyal, Ivan Szelenyi and Eleanor Townsley (1998) Making Capitalism Without Capitalists: The New Ruling Elite in Eastern Europe, London: Verso; Anna Grzymala-Busse (2007) Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies, Cambridge, New York: Cambridge University Press; Stephen Haggard and Robert R. Kaufmann, (2008) Development, Democracy and Welfare States: Latin America, East Asia and Eastern Europe, Princeton: Princeton University Press. Journals often cited: East European Politics and Society, Journal of Democracy, Economics of Transition and Europe-Asia Studies.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU450

Engaging with Europe: Professional Skills

This information is for the 2017/18 session.
Teacher responsible: Dr Jennifer Jackson Preece COW 2.06
Availability: This course is compulsory on the MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in European Studies (Research), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.
Course content: This innovative programme introduces European Institute students to professional skills for a successful career that engages with Europe. The course combines guest lectures from top professionals with hands on skills training workshops. The course helps ensure that European Institute students leave LSE with a competitive CV and connections with alumni and professional colleagues both in Europe and worldwide.
Teaching: 4 hours and 30 minutes of lectures and 12 hours of workshops in the MT. 4 hours and 30 minutes of lectures and 12 hours of workshops in the LT.
The lecture timetable will be circulated at the start of each term, based on availability of speakers and demand for topics.
Assessment: There is no examination for this course.

EU452
Political Economy of Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Hancke
Availability: This course is compulsory on the MPA in European Public and Economic Policy, MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and MSc in European Studies (Research). This course is not available as an outside option.
Course content: This course is the core course on the MSc Political Economy of Europe. It tries to understand how the relation between state and economy in both Western Europe and Central and Eastern Europe has evolved over the post-war period and through this prism examine the politics and economics of the formation, governance and continuing development (deepening – widening) of the EU. We look at how capitalism and democracy were reconciled in different socio-economic models of post-war Europe and what role European integration played in their evolution. Recent and past crises of economic and political integration will be analysed as well as the attempts to complete and reform the existing union.
Key debates in this regard include state-economy relations, democracy and welfare; economic systems, stability and change of policy paradigms; state competencies, policy delegation and theories of integration; EU enlargement and conditionality; economic governance in the EU (with emphasis on the Single Market and EMU); the political economy of policy-making in the EU and its interaction with Member State preferences and capacities; crisis and reform in historical perspective and the growth & reform agendas post-crisis. The course aims to provide students with both an analytical understanding of, and a systematic treatment of empirical issues related to, the evolution of the European political economy.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6 of each term, in line with departmental policy.
Formative coursework: Two individual essays, one group essay plus a mock examination.
Indicative reading: Barry Eichengreen, The European Economy Since 1945: coordinated capitalism and beyond (Princeton University Press 2007); Paul De Grauwe, The Economics of Monetary Union (Oxford University Press 2014, 10th ed.); Gérard Roland, Transition and Economics: politics, markets and firms (Cambridge MA: The MIT Press 2000); Ben Rosamond, Theories of European Integration, (New York: St Martin's Press 2000); Helen Wallace, Mark A. Pollack and Alasdair R. Young (eds.) Policy-making in the European Union (Oxford University Press 2010, 6th ed.); Bob Hancké, Martin Rhodes and Mark Thatcher, Beyond Varieties of Capitalism (Oxford University Press 2007); Mark Blyth, Austerity: the history of a dangerous idea (Oxford University Press 2013).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

EU453 Half Unit
The Political Economy of European Welfare States

This information is for the 2017/18 session.
Teacher responsible: Dr Waltraud Schelkle COW 1.06
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in European Social Policy, MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy, MSc in Social Policy (European and Comparative Social Policy) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: None
Course content: The aim of the course is to apply concepts of economics and political economy to social policies in European welfare states. The lectures establish the theoretical context, summarise the findings of quantitative case studies and discuss European experience in the context of broader international experience. The seminars will further develop political-economic concepts, such as market and government failure, and apply them to qualitative case studies of welfare state arrangements in member states, considering in particular the role of social policy legislation and coordination at the EU level. The course will provide students with the conceptual and empirical background to enable them to answer questions such as: What does economic theory and political economy tell us about the design of welfare states? How do social policies in European welfare states reconcile equity and efficiency? What drives or stalls reform dynamics in member states? Is the EU gradually developing into a social union, through international mobility and the portability of social entitlements?
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures and 3 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One individual formative essay of 1,500 words.
Indicative reading: Barr, N. (2012) The Economics of the Welfare State, 5th ed., Oxford: Oxford UP; Pierson P.(ed) (2001) The New Politics of the welfare state, Oxford: Oxford University Press;
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the MT.

EU455 Half Unit
Concepts in Political Economy

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Hancke COW 1.06
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/ PhD in European Studies, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The aim of the course is to engage students with relevant concepts in political economy and their main applications in European studies. The course will anchor the degree in historical and current debates about the nature of political economy, the role of institutions and the pros and cons of different methodological approaches taken by political economists. The aim of the lectures is to outline key political economy concepts and their theoretical background while the seminars explore the uses and limits of the respective concepts through the systematic analysis of relevant research papers.
This course is particularly recommended for students who wish to pursue a research path in political economy.
Among the topics covered are: concepts and theories in political economy; the role of ideas, interests and institutions; the tension between democracy and capitalism; rational choice versus behavioural political economy; two-level games; delegation to

independent agents; accountability and legitimacy in policy-making; veto players and joint-decision traps; representation and partisanship.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One presentation per student. Two formative essays, each of 1,500 words. One of these essays will consist of the analysis of a research paper.
Indicative reading: Caporaso, J and Levine, D (1992) Theories of Political Economy, Cambridge; Weingast, B.R. and Wittman, D.A (eds) (2006) The Oxford Handbook of Political Economy, Oxford University Press; Olson, M (2000) The Rise and Decline of Nations, London: Yale University Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU457 Half Unit
Culture and Security in Global Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Jennifer Jackson Preece COW 2.06
Availability: This course is compulsory on the MSc in Global Europe: Culture and Conflict and MSc in Global Europe: Culture and Conflict (LSE & Sciences Po). This course is available on the MSc in Comparative Politics (Nationalism and Ethnicity), MSc in Conflict Studies, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in European Studies (Research), MSc in Global Politics and MSc in Human Rights. This course is available with permission as an outside option to students on other programmes where regulations permit.
This is a capped course (30 students). Students are required to obtain permission from the teaching department to take this course
Course content: This course will consider problems and practices of ethnic diversity in a world of nation-states including the rights of minorities and migrants, self-determination, ethnic cleansing and genocide, humanitarian intervention, and the role of the media in (de)constructing narratives of difference. In analysing these issues, particular attention will be paid to processes of securitization, desecuritization and security management.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 3 hours of seminars in the LT.
Students on this course will have a reading week in Week 6 of MT but in LT there will be seminars scheduled.
Formative coursework: Topic proposal (500 words) (due Week 4 MT) and research proposal (2000 words) (due Week 10 MT).
Indicative reading: Z. Bauman, Wasted Lives: Modernity and Its Outcasts, 2003; B. Buzan, O. Weaver and J. de Wilde, Security: A New Framework For Analysis,1998; J. Jackson-Preece, Minority Rights: Between Diversity and Community, 2005; W. Kymlicka, Multicultural Odysseys: Navigating the New International Politics of Diversity, 2009; J Mayall, Nationalism and International Society, 1990.
A more detailed reading list is available from Dr Jackson-Preece.
Assessment: Essay (80%, 5000 words) in the ST.
Research proposal (20%) in the LT.
The research proposal will take the form of a poster presentation session in the LT Reading Week in Week 6.

EU458 Half Unit
Public Policy and Cultural Narratives in a Global Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Jennifer Jackson Preece COW 2.06
Availability: This course is available on the MSc in Conflict Studies, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Human Rights and MSc in International Migration and Public Policy. This course is not available as an outside option.
This is a capped course (20 students). Students are required to obtain permission from the teaching department to take this course.
Course content: This course is concerned with cultural politics in contemporary states. In Europe today there is a growing rejection of multiculturalism and a reaffirmation of cultural cohesion and shared identity. Taking a narrative approach, this course will examine competing policy responses towards minorities and migrants. Europe will be a major focus. Nevertheless, students with interests and expertise outside of Europe should feel free to include this wider perspective in their seminar discussions and assignments.
Teaching: 12 hours of lectures and 12 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are required to submit one policy review and one video proposal.
Indicative reading: P. Aufder, Documentary Film Making: A Very Short Introduction, 2008; Z. Bauman, Wasted Lives: Modernity and Its Outcasts, 2003; B. Buzan, O. Weaver and J. de Wilde, Security: A New Framework For Analysis,1998; J. Jackson-Preece, Minority Rights: Between Diversity and Community, 2005; W. Kymlicka, Multicultural Citizenship, 1995; C. K. Riessman, Narrative Methods for the Human Sciences, 2008; G. Rose, Visual Methodologies: An Introduction to Researching With Visual Materials, 2012.A more detailed reading list is available from Dr Jackson-Preece.
Assessment: Essay (50%, 2500 words) and other (50%) in the LT.

EU463 Half Unit
European Human Rights Law

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Moller NAB 7.01
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po) and Master of Public Administration. This course is not available as an outside option.
This is a capped course (15 students). Students are required to obtain permission from the teaching department to take this course.
Pre-requisites: No prior knowledge of law in general or human rights law in particular is required.
Course content: The European Convention on Human Rights is an international treaty which was drafted shortly after the end of WW II and came into force in 1953. One of its remarkable features is that individuals who think that their human rights have been violated can take their case to the European Court of Human Rights in Strasbourg, which has the final authority on the interpretation of the Convention. In the past half century, the Strasbourg court has developed a comprehensive jurisprudence on human rights and has become one of the most important and most highly respected human rights courts in the world. This course will offer an introduction to the law of the Convention, in particular by studying and critically analysing the case law on certain important rights. In the final sessions we will take a more abstract perspective and study cutting-edge scholarship on the theory of European human rights law. Topics include: An introduction to the European Convention. Positive and negative obligations in Europe and the U.S and South Africa. The right to freedom of religion and the issues of religious dress (in particular: headscarves and burqas) and religious symbols (in paricular:

crucifixes in classrooms). The right to freedom of expression and the protection of religious feelings (e.g the Danish cartoons; Charlie Hebdo) and hate speech (expression that attacks a group on the basis of a characteristic such as race or sexual orientation). The right to private life and the protection of sexual liberty (gay sex, sado-masochism, and incest). The right to vote and freedom of association, 'militant democracy', and the issues of banning political parties or preventing individual candidates from standing for election. Freedom from torture and inhuman or degrading treatment and the issue of deportation and extradition. Theories of European human rights law.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One 2,000 word essay.
Indicative reading: There is no formal textbook, but interested students may find the following book helpful: Harris, O'Boyle and Warbrick, Law of the European Convention on Human Rights, 3rd ed, OUP 2015.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU464 Half Unit
International Migration: EU Policies and Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Eiko Thielemann CON 3.14
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in International Migration and Public Policy, MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
This is a capped course (30 students). Students are required to obtain permission from the teaching department to take this course.
Pre-requisites: A good knowledge of EU institutions and EU policy-making is required.
Course content: This course examines the management of 'unwanted migration' to Europe. In particular, it deals with the European Union's governance of migratory flows of migrants such as asylum seekers and irregular migrants whose immigration states often seek to prevent or discourage. As the willingness of sovereign states to advance global governance in this area remains very low and unilateral national policy-responses are increasingly seen as limited in their effectiveness, interest in regional governance has grown. The European Union is without any doubt the front-runner in developing such regional initiatives. The course provides an in-depth treatment of the origins, evolution and major policy issues within this policy field which has been the fastest growing EU policy area since the 1990s. The course will normally focus on the following three policy areas: (1) the emerging EU asylum and refugee determination system; (2) external border control (FRONTEX), detention and deportation; and (3) responsibility allocation (the 'Dublin system'), burden-sharing and solidarity.
Those taking the course will learn how to systematically examine the origins and impact of EU policy instruments and judgments by the European Courts. After completion, students will be able to answer questions such as: Why have Member States intensified cooperating on asylum and immigration issues? What is the relationship between international human rights law and EU law? Given the influence of the EU's supranational institutions, do the Member States still effectively control policies on asylum and immigration? Has EU policy-making will lead to a convergence of "lowest common denominator" policies?
For their assessment, students will have the opportunity to conduct a case-study analysis, allowing them to apply the analytical skills developed in this course by analysing a specific EU policy of their choice.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A prospectus for the assessed research project (case study).
Indicative reading: Bigo D and A Tsoukala (2008) Terror, Insecurity and Liberty: Illiberal Practices of Liberal Regimes After 9/11, Routledge; Freeman G, Givens T, and D. Leal (2009) Immigration Policy and Security: U.S., European, and Commonwealth Perspectives, Routledge; Geddes A and Boswell C (2010) Migration and Mobility in the European Union, Palgrave/Macmillan; Geddes A. (2008) Immigration and European integration: Towards fortress Europe, Manchester University Press; Hailbronner K. (2000) Immigration and Asylum Law and Policy of the European Union, Brill Publishers; Kostakopoulou D (2001) Citizenship, Identity and Immigration in the European Union: Between Past and Future, Manchester University Press; Occhipinti J D (2003) The Politics of EU Police Cooperation, Lynne Rienner; Peers, S (2011) EU Justice and Home Affairs Law, Oxford University Press; Thielemann E R (ed.) (2003) "European Burden-Sharing and Forced Migration", special issue of the Journal of Refugee Studies, Vol.16, No.3; Toner H, Guild E and A Baldaccini (2007) Whose Freedom, Security and Justice? EU Immigration and Asylum Law and Policy, Hart Publishing; Wolff S, Wichmann N and G Mounier (2009) The External Dimension of Justice and Home Affairs, Routledge.
Assessment: Project (100%, 5000 words) in the ST.
The Project takes the form of a research project (policy case study).

EU465
Research Methods and Design in EU Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Waltraud Schelkle
Availability: This course is compulsory on the MSc in EU Politics and MSc in EU Politics (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The purpose of this course is to acquaint students with general academic skills, to prepare them for the development of a research design and to introduce a range of research methods.
Teaching: 4 hours of lectures and 3 hours of workshops in the MT. 4 hours of lectures and 3 hours of workshops in the LT.
A total of 4 hours of lectures in both MT and LT. Two 1.5 hour workshops in Reading week 6 of MT and LT.
Indicative reading: Hancké, Bob. 2009. Intelligent Research Design. Oxford: Oxford University Press; King, Gary et al 1994. Designing Social Inquiry. Princeton: Princeton University Press; Geddes, Barbara. 1990. How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics. Political Analysis 2: 131-150.
Assessment: This course is not assessed.

EU473 Half Unit Not available in 2017/18
Informal Governance

This information is for the 2017/18 session.
Teacher responsible: Dr Mareike Kleine COW 1.01
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in European Studies (Research) and MSc in Global Politics. This course is available as an outside option to students on other programmes where

regulations permit.
This is a capped course (15 students). Students are required to obtain permission from the teaching department to take this course.
Pre-requisites: Students should have some background knowledge about the European Union's institutions.
Course content: Informality might be the rule rather than the exception in politics. Behind the scenes and alongside official procedures seems to be where many important decisions are being made. In other words, it codified rules are often incomplete, if not entirely misleading, proxies for the game that states and bureaucrats really play. However, many scholars ignore actual decision-making practices, even or especially if these do not quite conform to the formal rules. As a result, we know little about why decision makers sometimes stick to formal rules and at other times seek a way around them. Where and why do these practices of informal governance exist? Why are they more prevalent in some institutional settings and issue areas than in others? Is informal governance a good or a bad thing? This course is about informal governance: the concept, its empirical manifestation, explanations and normative implications. After a review of a burgeoning literature in international relations, comparative politics, and EU studies, we take a closer look at the political system of the EU and other international organizations to examine if and why governments and bureaucrats sometimes follow, and at other times depart from the formal rules. The final weeks discuss how the concept of informal governance sheds new light on debates about transparency and the democratic deficit in European and global governance.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce one draft and one final research design by week 8 of the LT.
Indicative reading: Helmke, Gretchen, and Steven Levitsky. "Informal Institutions and Comparative Politics: A Research Agenda." Perspectives on Politics 2, no. 04 (2004): 725-40; Kleine, Mareike. Informal Governance in the European Union. How Governments Make International Organizations Work. Ithaca, NY: Cornell University Press, 2013; Stone, Randall W. Controlling Institutions. International Organizations and the Global Economy. Cambridge, UK: Cambridge University Press, 2011; Marcoux, Christopher, and Johannes Urpelainen. "Non-Compliance by Design: Moribund Hard Law in International Institutions." The Review of international organizations 8, no. 2 (2013): 163-91; Cross, James P. "The Seen and the Unseen in Legislative Politics: Explaining Censorship in the Council of Ministers of the European Union." Journal of European Public Policy 21, no. 2 (2013): 268-85.
Assessment: Research project (90%) in the ST.
Class participation (10%) in the LT.
Successful participation includes active engagement in class and the production of 8 one-page memos on the weekly assigned readings.

EU474 Half Unit Not available in 2017/18
Contested Ideas in EU Law and Government

This information is for the 2017/18 session.
Teacher responsible: Dr Jan Komarek COW 1.04
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
This is a capped course (15 students). Students are required to obtain permission from the teaching department to take this course.
Course content: When politicians or public intellectuals discuss European integration, they often use terms that have a certain meaning in EU law. Very rarely, however, they would be conscious of this, which contributes to many misunderstandings. The course will examine selected foundational concepts of EU law and government and show how different perspectives (those of constitutional and political theory, but also political economy and political science) inform their meaning – in law and beyond it. The topics covered will include state, sovereignty, federalism, democracy, fundamental rights, the rule of law, citizenship, market, common currency, justice, solidarity and equality.
The primary entry point will be law and the foundational provisions of the EU treaties, which contain many contested ideas to be covered by the course. It can therefore attract students in the European Institute's MSc programme interested in learning more about EU law in its political and social context. The range of materials we use includes scholarly literature, public interventions, EU legislation and the case law of European courts. Students will therefore get acquainted with the whole variety of sources used in work in different fields and professions related to Europe.
Teaching: 20 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 project in the LT.
Indicative reading: C Bickerton, European Integration: From Nation-States to Member States (OUP 2012), G de Búrca and J Weiler (eds), The Worlds of European Constitutionalism (CUP 2012), P Lindseth, Power and Legitimacy: Reconciling Europe and the Nation-State (OUP 2010), O Parker, Cosmopolitan Government in Europe: Citizens and Entrepreneurs in Postnational Politics (Routledge2013), A Moravcsik, The Choice for Europe: Social Purpose and State Power from Messina to Maastricht (UCL Press 1990), J Neyer and A Weiner (eds), Political theory of the European Union (OUP 2011), F Scharpf, Governing in Europe: Effective and Democratic? (OUP 1999), R Schütze, European Constitutional Law (CUP 2012), JHH Weiler, The Constitution of Europe : "Do the New Clothes Have an Emperor?" And Other Essays on European Integration (CUP 1999), A Wiener and T Diez (eds), European Integration Theory 2nd ed (OUP 2009)
Assessment: Essay (100%, 6000 words) in the ST.

EU475 Half Unit
Muslims in Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Esra Ozyurek Baer COW 2.08
Availability: This course is available on the MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Empires, Colonialism and Globalisation, MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in History of International Relations, MSc in International Migration and Public Policy, MSc in Social Anthropology (Religion in the Contemporary World) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Muslims are a well established minority in Europe, constituting approximately 5% of the European population. This course embraces an anthropological approach focuses on diverse experiences of Muslims in different West European countries, such as the UK, Germany, France where they came as migrants, and in East European countries, such as Bulgaria and Bosnia, where they are indigenous populations. We will especially focus on how Muslim life is heavily shaped by questions fundamental to European politics such as secularism, citizenship, racism, and gender relations. The last section of the class will be devoted to transnational connections Muslim communities in Europe have with Muslim communities outside Europe.During the course the students will do an interview with a European Muslim that focuses

on one of the issues covered during the course and prepare a final research paper using that that interview as a case study.
Teaching: 20 hours of seminars in the LT. 1 hour of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Preparatory interview with another student in class and analysis of the interview Poster in preparation for the research paper.
Indicative reading: Brown, Wendy. 2008, Regulating Aversion: Tolerance in the Age of Identity and Empire; Balibar, Etienne. 1991, Is There a 'Neo-Racism'?; Stolcke, Verena. 1995, Talking Culture: New Boundaries; Shryock, Andrew. 2010, Islamophobia/ Islamophilia: Beyond the Politics of Enemy and Friend; Norton, Anne. 2013, On the Muslim Question; Scott, Joan. 2009, The Politics of the Veil; Bunzl, Matti. 2005, Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe; Laurence, Jonathan. 2012, Emancipating Muslims. Ozyurek, Esra. 2014, Being German, Becoming Muslim: Race, Religion and Conversion in Contemporary Germany.
Assessment: Coursework (60%, 3000 words) and research project (40%) in the LT.

EU476 Half Unit
Turkey and Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Esra Ozyurek Baer COW 2.08
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in History of International Relations, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: None
Course content: The Ottoman Empire and modern Turkey have been an integral part of European power dynamics since the early modern period. This course aims to introduce the foundations of Modern Turkey and major social, political, and historical dynamics that shape her relationship to Europe. These include questions of secularism and religion; religious and ethnic minorities; role of the state; human rights; democracy; legal reforms; and Turkish immigrants in Europe. Students will be required to follow media reports on Turkey and be prepared to make a presentation about the background of an issue that is covered lately.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A five minute presentation on a recent development students choose with the approval of the instructor. Mock Exam
Indicative reading: Zurcher, Eric J. 2004, Turkey: A Modern History;Ozyurek, Esra. 2006, Nostalgia for the Modern**;** Tugal, Cihan. 2010, The Silent Revolution; White, Jenny. 2012, Muslim Nationalism and the New Turks; Danan-Brink, Marcy. 2011, Jewish Life in Twenty-first Century Turkey:The Other Side of Tolerance; Mandel, Ruth. 2008, Cosmopolitan Anxieties: Turkish Challenges to Citizenship and Belonging in Contemporary Germany.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 3000 words) in the LT.

EU477 Half Unit
Labour Markets and the Political Economy of Employment in Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Vassilis Monastiriotis COW 2.05
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in European Studies (Research), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Local Economic Development, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A solid background in economics and knowledge of some basic calculus is required. Attendance of EU409 'Basic Economic Concepts for Political Economy' is highly recommended irrespective of background.
Course content: The course offers an analytical treatment of key labour market issues, from unemployment and wage determination to skill formation and labour market regulation, within the context of processes of integration and governance in Europe. To do so, it combines a Labour Economics perspective on imperfect labour markets with a Political Economy perspective on EU institutions and policies. In the lectures, we address analytically policy-making questions on topics such as minimum wages, unions and collective bargaining, unemployment benefits, employment protection legislation, regulation of working hours, migration, and others. These topics are then linked in the seminars to the European policy-making context, and the challenges that this raises for labour market regulation and performance at the national and European levels. Examples of this include: EMU, optimum currency area theory, wage flexibility and internal devaluation; structural unemployment, labour market reforms, the European Employment Strategy and flexicurity; skills shortages, activation policies, European education policy and labour mobility; and others.
Teaching: 10 hours of lectures, 15 hours of seminars and 2 hours of workshops in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
The course will have 10 1-hour lectures and 1.5-hour seminars in weeks 1-5 and 7-11. In week 6 students will make poster presentations on a preliminary draft of their group essay.
Formative coursework: Students will be expected to produce 6 problem sets and 2 other pieces of coursework in the LT and 1 presentation in the Week 6.
Formative assessment comprises a weekly set of problem sets / exercises; brief oral presentations on pre-allocated readings in the seminars; a poster presentation on a group project during the week-6 workshop; and submission of a draft / extended outline of the group project (following the poster presentation).
Indicative reading:

- Boeri, Tito, and Jan Van Ours. The economics of imperfect labor markets. Princeton University Press, 2013.
- Ashiagbor, Diamond. The European Employment Strategy: Labour Market Regulation and New Governance, Oxford University Press, 2005.
- Esping-Andersen, Gøsta, and Marino Regini, eds. Why deregulate labour markets?. Oxford University Press, 2000.
- Schmid, Günther, and Bernard Gazier, eds. The dynamics of full employment: Social integration through transitional labour markets. Edward Elgar Publishing, 2002.
- Boeri, T., Castanheira, M., Faini, R. and Galasso, V. (eds.), Structural reforms without Prejudices, Oxford University Press, 2006.

- Caroleo, Floro Ernesto, and Sergio Destefanis. The European Labour Market. Physica-Verlag Heidelberg, 2006.
- Nowotny, Ewald, and Peter Mooslechner, eds. The integration of European labour markets. Edward Elgar Publishing, 2009.
- Rogowski, Ralf, ed. The European social model and transitional labour markets: law and policy. Ashgate Publishing, Ltd., 2008.
- Hancké, Bob. Unions, central banks, and EMU: labour market institutions and monetary integration in Europe. Oxford University Press, 2013.
- Layard, Richard, Stephen Nickell, and Richard Jackman. Unemployment: macroeconomic performance and the labour market. Oxford University Press, 2005.

Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (50%, 4000 words) in the LT.
Summative assessment comprises a group project (50% of the final mark; approx. 4,000 words, excluding tables and appendices), due one week after the end of Lent Term, and a two-hour exam in June (50% of the final mark, comprising one essay question and four short-answer questions).

EU478 Half Unit
The Culture of European Politics

This information is for the 2017/18 session.
Teacher responsible: Prof Simon Glendinning
Availability: This course is compulsory on the MSc in Global Europe: Culture and Conflict and MSc in Global Europe: Culture and Conflict (LSE & Sciences Po). This course is available on the CEMS Exchange, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in European Studies (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Over the last three hundred years European societies have undergone a fundamental changeover from a traditional form, with a largely self-sufficient agrarian economy, into a modern, industrial and technological form based on international trade and tele-communication. This revolution developed in the seventeenth century first and only in Europe, but today it has spread worldwide and increasingly dominates the entire planet. This course explores one the basic dimensions of this unprecedented globalization: the culture of politics.
We are used to speaking about globalization as a political-economic phenomenon, but its European origin makes it also an unavoidably cultural one. Europe's predominant cultural form – its double form, both Christian and secular – is not a neutral set-up, and other world cultures, perhaps especially Judaism and Islam, can find themselves alienated from and in revolt against everything that belongs to what might be called the Christianizing of the world. International migration and processes of European integration sharpen these concerns and add new ones. This is the background to our study of the culture of politics.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
There are two mock exam sessions in the Lent Term. The first session is the exam itself, the second session is to provide feedback.
Formative coursework: 2 essays of 2000 words.
Indicative reading: Norman Davies, 'Introduction' to Europe: A History; Anthony Pagden (ed) The Idea of Europe; Roger Scruton, The West and the Rest.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

EU479 Half Unit
EU Policy-Making and International Cooperation

This information is for the 2017/18 session.
Teacher responsible: Dr Waltraud Schelkle COW 1.06
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and Master of Public Administration. This course is not available as an outside option.
Pre-requisites: Knowledge of economics at the undergraduate level is required but students get this from other courses in the programme.
Course content: This course introduces students to policy-making in the European Union. The EU is a standard and rule-setter beyond Europe and thus raises relevant questions of governance, sovereignty and integration for other parts of the world. Students learn who in the EU sets the agenda; who decides and how implementation and compliance is enforced. This will be applied to major areas of EU policy-making, such as trade in the Single Market, financial regulation and environmental protection. Presentations by practitioners involved in EU policy-making give students insights into the work of lobbyists, advisors and officials. Teaching is based on interactive seminars. The policy case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students.
1. Integration and disintegration in Europe
2. Is state sovereignty possible in the 21st century? Two level games in the European Union
3. EU Politics & Policy-making I: Who sets the agenda?
4. EU Politics & Policy-making II: Who decides?
5. EU Politics & Policy-Making III: Implementation and compliance
6. Reading week: formative essay
7. When, where and why are international institutions effective?
8.-9. Policy analysis: from international negotiations to EU institutions and common policies
• Environment – new thinking for a good old planet
• Finance – regulatory models for too big and interconnected to fail
• Trade – the rise of global and regional value chains
10. Policy in practice: Life as a political adviser, official or lobbyist (EI Visiting Fellow as guest speaker)
11. Presentation of policy case studies
Teaching: 20 hours of seminars in the MT.
Tutorials/ extended office hours will be available during reading week when students have to prepare their formative essay on why a policy became closely integrated and how this was achieved.
Formative coursework: Formative essay on policy-making in the EU, to be prepared during reading week.
Indicative reading: Bellamy, R., & Weale, A. (2015). Political legitimacy and European monetary union: contracts, constitutionalism and the normative logic of two-level games. Journal of European Public Policy, 22(2), 257-274. Falkner, G. (2011) (Ed.) The EU's Decision Traps: Comparing Policies. Oxford: Oxford University Press. Finnemore, M., & Goldstein, J. (Eds.). (2013). Back to basics state power in a contemporary world. New York: Oxford University Press. Keohane, R. O., & Ostrom, E. (Eds.). (1995). Local commons and global interdependence: heterogeneity and cooperation in two domains. London: Sage Publications. Rodrik, D. (2011). The political trilemma of the world economy. ch.9 in D. Rodrik (Ed.), The Globalization Paradox: Democracy and the Future of the World Economy. New York: W.W. Norton & Co. Tsebelis, G. (2002). Veto-players: How political institutions work. New York: Russell Sage. Wallace, H., Pollack, Mark A., & Young, Alasdair R. (2015). Policy-making in the European Union (Seventh

ed., New European Union series).
Assessment: Essay (100%, 5000 words) in the MT.
Summative essay of 5,000 words, based on group work but to be written up individually after presentation in class and feedback from course teacher.

EU480 Half Unit
Policy-Making in Europe: System Challenges

This information is for the 2017/18 session.
Teacher responsible: Dr Sara Hagemann
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE & Sciences Po), MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po) and Master of Public Administration. This course is not available as an outside option.
This course has controlled access and priority will be given to students on the MPA in European Public and Economic Policy, followed by all other MPA students.
Pre-requisites: Knowledge of economics at the undergraduate level is required but students get this from other courses in the programme.
Course content: This course introduces students to policy-making in Europe, with an emphasis on how diversity and interdependence of nation states affect it. The starting point is the tension inherent in capitalist democracies: political power is more equally distributed than economic power. We ask whether interstate and supranational cooperation attenuate or aggravate this tension in its various guises. A number of crises provide a lens through which students will look at the robustness of cooperative institutions and the repercussions on national democracies.
Teaching is based on interactive seminars. Lecture elements are complemented with group work by the students on different country cases. Panel discussions, by practitioners and by students, give insights into the different perspectives that have to be reconciled in crisis management. Students will organise a summit with stakeholders on two instances of collective crisis management.
Sessions (indicative):
1. How can democracy and capitalism be reconciled? European answers in the post-war era
2. Market forces and failures: supranational technocracy to the rescue?
3. Europeanisation in a diverse Union: the limits to governance?
4. Democracy and capitalism after the Great Recession: any lessons learned? [Group presentations]
5. Interest representation in the EU [Guest speaker]
6. Reading week: capstone-related work
7. Euro area crisis management: the Troika and national government
8. Populism and nationalism
9. Migration and the security scare [panel discussion of practitioners in the field]
10. Failed and failing states in Europe's neighbourhood
11. EU crisis management on trial

Teaching: 20 hours of seminars in the LT.
During reading week, extended assistance for capstone related work is made available.
Formative coursework: The formative essay in weeks 4-5 gives students skills in comparative and critical case study design that is relevant for policy evaluation.
Indicative reading: Acemoglu D., Kremer M. and Mian A. (2008), Incentives in Markets, Firms, and Governments, Journal of Law, Economics and Organization, 24 (2), pp.273-306. Bayoumi, T. (2015). The Dog That Didn't Bark: The Strange Case of Domestic Policy Cooperation in the "New Normal". IMF Working Paper, WP/15/156, Washington DC: IMF. Frieden, J., Pettis, M., Rodrik, D., & Zedillo, E. (2012). After the Fall: The Future of Global Cooperation. Geneva Reports on the World Economy, 14, Geneva and London: CEPR, ICMB, pp. 1-32. Iversen T. (2006), Capitalism and Democracy, ch.33 in Weingast B. and Wittman D. (eds), The Oxford Handbook of Political Economy, Oxford University Press. Jacoby W. and Meunier S. (eds) (2008), Europe and the management of globalization, introductory article to special issue of the Journal of European Public Policy, 17 (3). Mair, P. (2009) Responsible versus responsive government, MPIfG Working Paper 09/8, Cologne: Max-Planck Institut für Gesellschaftsforschung. Thelen K. (2012), Varieties of Capitalism: Trajectories of Liberalization and the New Politics of Social Solidarity, Annual Review of Political Science, 15, 137-159.
Assessment: Essay (100%, 5000 words) in the ST.
Summative essay of 5,000 words, based on group work but to be written up individually after moot court and feedback from class as well as course teacher.

EU481 Half Unit Not available in 2017/18
The Future: Political Responses to a Challenge

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan White COW 1.09
Availability: This course is available on the MSc in Comparative Politics, MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Global Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The future is unknowable, but it can be made intelligible. It raises practical and conceptual problems, as well as reasons for conflict, but also promises to resolve contradictions. This course examines how the future is conceptualised in salient domains of contemporary politics, the implications arising for theory and practice, and the contestable assumptions on which perspectives rely. It investigates the methods by which the future is ordered, anticipated, and factored into the practice of government. The course begins historically, looking at the future as an emerging theme in eighteenth-century European Enlightenment thought, the socio-cultural developments that prompted this, and some of the key features of its thematisation in the high-modern period.
It goes on to examine future-oriented ideas, ideologies and practices as they arise in contemporary settings. The three fields of administration, economy and society are considered in turn. Amongst the areas examined are: the changing time horizons of political institutions; risk analysis and emergency planning; state budgeting; debt and accumulation; demographic forecasting; climate change and sustainability; the contested rights of future generations; and the preservation of cultural heritage. The course should provide students with a cross-disciplinary grasp of how present-day public affairs are shaped by the ways the future is conceived and acted upon.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
As with my other courses, I will use the two-hour lecture/seminar format, leading discussion in the first half and facilitating discussion in the second.
Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the LT.
One 2000-word essay, written in response to one of eight questions, made available 24 hours before the submission deadline.
Students will receive one-to-one feedback on their class presentation.
Indicative reading:
- Nowotny, H. (2016), The Cunning of Uncertainty (Cambridge: Polity).
- Adam, B. & C. Groves (2007), Future Matters: Action, Knowledge,

Ethics (Leiden: Brill).
• Innerarity, D. (2012), The Future and its Enemies (Stanford).
• Beckert, J. (2016), Imagined Futures: Fictional expectations and capitalist dynamics (Harvard).
• González-Ricoy, I. & A. Gosseries (2016), Institutions for Future Generations (Oxford: OUP).
• Koselleck, R. (2004), Futures Past: On the Semantics of Historical Time (NY: Columbia).
• Thompson, D. (2010), 'Representing future generations: political presentism and democratic trusteeship', Critical Review of International Social & Political Philosophy 13 (1).
• Andersson, J. (2012), 'The Great Future Debate and the Struggle for the World', American Historical Review 117 (5).
• Urry, J. (2016), What is the Future? (Polity).
• White, J. (2017), 'Climate Change and the Generational Timescape', Sociological Review.
Although questions to do with the future are to some degree 'eternal', they are increasingly thematised in a range of disciplines, including political philosophy, political economy, history and environmental studies. There are also works that seek to make connections across these diverse domains. The above list gives an indication of works to be included.
Assessment: Take home exam (100%) in June.
One 2000-word essay, written in response to one of eight questions, made available 24 hours before the submission deadline.

EU484 Half Unit
Europe's Role in Global Migration Governance

This information is for the 2017/18 session.
Teacher responsible: Dr Natascha Zaun
Availability: This course is available on the MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po) and MSc in International Migration and Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Week 1: Why have an external migration policy? The case of Europe
Week 2: Externalising Europe's border I: FRONTEX and shared border protection
Week 3: EU policies on smuggling and trafficking
Week 4: Externalising Europe's border II: Visa policies as instruments of 'remote control'
Week 5: The EU's relation with IO's such as UNHCR and IOM
Week 6: Reading Week
Week 7: Bilateral readmission agreements with third countries
Week 8: The migration-development nexus in EU external migration policies
Week 9: Mobility Partnerships: An effective tool of external migration governance?
Week 10: Diffusion without cooperation: Norm emulation between regional institutions and courts
Week 11: Europe and global responsibility-sharing in refugee protection
This course provides an overview of Europe's role in global migration governance. The course will address different aspects in this regard, including the externalisation of EU and European Member States' migration policies, bilateral and multilateral agreements with third countries, cross-references between regional bodies of integration as well as regional/international courts and Europe's cooperation with international organisations such as the International Organization for Migration (IOM) and the United Nations High Commissioner for Refugees (UNHCR). Students will be equipped with a variety of theories to analytically assess these areas of European activity, including theoretical frameworks such as venue-shopping, diffusion and securitisation.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.
Students will receive written and oral feedback on their formative essays shortly after their submission so they can improve their writing and argumentative skills throughout the course and apply the feedback they have received for the first essay already to the second one. In addition, students will get immediate feedback on media presentations and classroom debates.
Formative coursework: Formative coursework consists in regular (i.e. weekly) participation in the moodle debate; the submission of two essays of 1,500 words on a given topic, due in weeks 4 and 9; a short news presentation (5 minutes) on a recently published news article related to a topic from the course. One of the formative essays will be a mock take home exam, so students can prepare for their final take-home exam.
Indicative reading:
• Arcosta Arcazo, D. and Geddes, A. (2014): Transnational diffusion or different models? Regional approaches to migration governance in the European Union and MERCOSUR. European Journal of Migration and Law, 16: 1, pp. 19-44.
• Betts, A./Milner EU COMPAS
• Börzel, T. and Risse Europeanisation pp
• Czaika, M. and Hobolth pp
• Gammeloft-Hansen (2011): The externalisation of European migration control and the reach of international refugee law. The Hague: Brill.
• Greenhill, Kelly M. (2010): Weapons of mass migration: forced displacement, coercion and foreign policy. Ithaca
• Lavenex, S. (2015): Multilevelling EU organizations EU pp
• Lavenex, S. and Uçarer Lanham
• Mau et al. (2015): The Global Mobility Divide: How visa policies have evolved over time. Journal of Ethnic and Migration Studies, 41: 8, pp
• Thouez, C. and Channac pp
Assessment: Take home exam (100%) in the ST.

EU498
Dissertation

This information is for the 2017/18 session.
Teacher responsible: All teachers of taught courses within the European Institute.
Availability: This course is compulsory on the MSc in EU Politics and MSc in EU Politics (LSE and Sciences Po). This course is not available as an outside option.
Course content: MSc EU Politics and the LSE-Sciences Po Double Degree in European Studies (EU Politics) students are required to write a 10,000-word dissertation on a topic within the field of European politics. Those seeking further guidance on topic selection should approach their Academic Advisor in the first instance. The dissertation need not be an account of original research- in some cases it will rely exclusively on secondary sources- but it should be the product of work done independently by the student. In preparation for the dissertation, students must submit Dissertation Topic Proposal and Approval Forms and a 2,000 word essay. Failure to submit these documents will result in the student not being able to submit the Dissertation. Following the submission of the Dissertation Topic Approval Form, a student will receive notification in writing from the EI's Programmes and Events Office as to whether it has been finally approved or not- a student cannot progress to the submission of the dissertation without such approval. Students are strongly advised to attend the EU465 Research Methods and Design in EU Politics on how to conduct research and write a dissertation. Detailed information on timing, deadlines and presentation can be found in the European Institute Handbook for Master's Degree Students.
Teaching: Lectures are scheduled as part of EU465 Research Methods and Design in EU Politics with four hours of lectures in the Michaelmas Term and four hours of lectures in the Lent Term.
Formative coursework: A 2,000 word essay (prospectus) is to be submitted at the start of the Summer Term.
Assessment: Dissertation (100%, 10000 words) post-summer term.

EU499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: All teachers of taught courses within the European Institute.
Availability: This course is compulsory on the MSc in European Studies (Research), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in Global Europe: Culture and Conflict and MSc in Global Europe: Culture and Conflict (LSE & Sciences Po). This course is not available as an outside option.
Course content: Students are required to write a 10,000-word dissertation on a topic within the field of their chosen programme. Those seeking further guidance on topic selection should approach their Academic Advisor in the first instance. The dissertation need not be an account of original research- in some cases it will rely exclusively on secondary sources- but it should be the product of work done independently by the student. In preparation for the dissertation, students must submit Dissertation Topic Proposal and Approval Forms and a 2,000 word essay. Failure to submit either document will result in the student not being able to submit the Dissertation. Following the submission of the Dissertation Topic Approval Form, a student will receive notification in writing from the EI's Programmes and Events Office as to whether it has been finally approved or not - a student cannot progress to the submission of the dissertation without such approval. Students are strongly advised to attend the EU410 Interdisciplinary Research Methods and Design lectures on how to conduct research and write a dissertation. Detailed information on timing, deadlines and presentation can be found in the European Institute Handbook for Master's Degree Students.
Teaching: Lectures are scheduled as part of EU410 Interdisciplinary Research Methods and Design with five lectures in Michaelmas Term and five lectures in Lent Term (weeks 2, 4, 6, 8 and 10).
Formative coursework: A 2,000 word essay (prospectus) is to be submitted at the start of the Summer Term.
Assessment: Dissertation (100%, 10000 words) post-summer term.

EU4B3
MPA Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is compulsory on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is not available as an outside option.
Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.
Teaching: 7 hours and 30 minutes of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises seven 1.5 hour Capstone seminars in the MT and LT. These seminars provide guidance on planning, structuring and presenting the Capstone report and the usage of research methods. Students are asked to participate in the Capstone Professional Development exercises designed to support effective and fair group work. Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.
Formative coursework: Feedback will be provided on presentations of work-in-progress during MT and LT.
Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Common Causes of Project Failure (London: OGC, 2004); Howard White, Theory-based Impact Evaluation: Principles and Practice (3ie, 2011); Curtis Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems', chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).
Assessment: Project (100%, 15000 words) in the LT.
The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.
The group mark has three components:
1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item).
Additionally, each group member must complete the Capstone evaluation and personal reflection exercise. This will be submitted individually and separately from the report.

EU4B4
MPA Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA Policy Paper.
Course content: The aim of this course is to enable students to plan, design and conduct independent substantial research and/ or analysis in an area of public policy. MPA students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their Academic Adviser. The dissertation must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge- and theory-building. The main body of the dissertation should include literature review, method of investigation, results of the analysis, discussion of findings, conclusions and theoretical and policy implications. Dissertations can utilise quantitative and/or qualitative data and draw on primary and/or secondary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing a research topic and question; designing an analytical framework;

structuring and presenting policy analysis; and writing policy recommendations. The students' Academic Adviser will provide advice and guidance on this piece of work.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most (Journal of Sustainable Finance and Investment, Vol 3, No 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Diana Ridley, The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series, 2008); Christopher Hart, Doing Your Masters Dissertation (SAGE Study Skills Series, 2004); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003)
Assessment: Dissertation (90%, 10000 words) in the ST.
Other (10%) in the MT.
1) A 1,500 word dissertation proposal consisting of the title, abstract, research question and hypothesis, justification for research, feasibility of the dissertation topic, an explanation of sources, provisional structure and analytical framework will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

EU4V8 Half Unit
MPA Policy Paper

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA dissertation.
Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. MPA students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing the policy paper topic and question; designing analytical frameworks; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Formative coursework: A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted in the MT. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson, ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most' (Journal of Sustainable Finance and Investment, vol. 3, No. 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003).
Assessment: Other (100%) in the ST.
6,000 word policy paper

FM402 Half Unit
Financial Risk Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Yves Nosbusch
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Risk and Finance, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.
Pre-requisites: The course assumes a basic knowledge of finance theory, statistics and mathematics (calculus, linear algebra).
Course content: This course aims to provide an overview of the main theoretical concepts underlying the analysis of financial risk and to show how these concepts can be implemented in practice in a variety of contexts. This course shares some topics with FM442 Quantitative Methods in Finance and Risk Analysis. The course will include a selection of:
1 Conceptual foundations: diversification, hedging and their limits
2 Fixed income securities
3 Options and dynamic replication
4 Value at Risk
5 Endogenous risk
6 Ideas from Behavioural Finance
7 Credit risk (ratings based models, structural models, reduced form models)

8 Credit derivatives
Teaching: 20 hours of lectures and 10 hours of classes in the MT.
Formative coursework: Students will be expected to produce 8 problem sets in the MT.
Indicative reading: Course readings will vary from year to year depending upon the topics covered. Useful references are M Crouhy, D Galai and R Mark, Risk Management, McGraw-Hill, 2001; P Jorion, Value at Risk, McGraw-Hill, 2007; J Hull, Risk Management and Financial Institutions, Prentice-Hall, 2015; J Hull, Options, Futures and Other Derivatives, Prentice-Hall, 2014 and D Duffie and K Singleton, Credit Risk, Princeton University Press, 2003.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM403
Management and Regulation of Risk

This information is for the 2017/18 session.
Teacher responsible: Professor Kathy Yuan
Availability: This course is compulsory on the MSc in Risk and Finance. This course is not available as an outside option.
Course content: This course is designed to expose students to the breadth of risk management thinking and approaches across different areas. Section A. Risk and Regulation: Introduction and Overview: Sets out the problem of risk management and regulation. It formulates a general conceptual framework that can be used in devising solutions to risk either as a management problem or as a regulatory problem, or both. Section B. Financial Market and Regulation: Discusses the role of regulation in the financial sector, bank competition and moral hazard; distinguishes prudential regulation of banks and the regulation of insurance and pensions; the tools of microprudential regulation; the challenges of assessment of systemic risk and macroprudential regulation. Section C. Financial Risk Analysis: Examines issues in financial risk including risk and regulation in the insurance markets; tools of financial risk management, including diversification, hedging and capital provisions; risk measurement for financial instruments (market risk, value at risk); credit risk, ratings and credit derivatives; operational and business risk. Section D: Strategy, Control and Risk in Organisations: Provides a strategic management perspective on risk analysis and management, including an examination of strategic visioning. Also considers: issues of enforced self-regulation as a method of risk management with reference to occupational health and safety regulation; risk management and decision making in organisations; enterprise-wide risk management and auditing. Section E: Risk Analysis and the Psychology of Risk Bearing: Explores the meaning of risk as perceived by different agents; methods of dealing with risky situations; analysis of risk taking by groups, behavioural analysis of financial risk taking. Section F: Possible Specific areas of risk analysis: 1) Liquidity and operation risks in exchanges; 2) Counter-party risks in the OTC markets, potential triggers for market failure; 3) Legal analysis of risk, conditions when legal risk exists and how it can be mitigated, legal tools to influence conduct.
Teaching: 22 hours of lectures in the MT. 22 hours of lectures in the LT.
12 hours of case discussion and classes, and 10 hours of practitioner seminars across MT and LT.
Formative coursework: Students will be set will be set weekly problem set assignments.
Indicative reading: J. Hull, Risk Management and Financial Institutions. 2nd Edition.; S Dawson, Analysing Organisations (Macmillan, 1996); S French, Readings in Decision Analysis (Chapman and Hall, 1989); C Hood & D K Jones, Accident and Design (UCL Press, 1996); Jorion Value At Risk to 3rd Edition 2007 (McGraw Hill); M.Power. Organized Uncertainty: Designing a World of Risk Management (Oxford University Press, 2007); M.Fenton-O'Creevy, N.Nicholson, E.Soane and P. Willman, Traders: Risks, Decsions, and Management in Financial Markets (Oxford University Press, 2005); B A Turner & N F Pidgeon, Man-made Disasters (Butterworth-Heinemann, 1997). The Economics of Climate Change: The Stern Review (Cambridge University Press, 2007).
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Essay (50%, 10000 words) in September.
Class participation (10%).
A substantial (10,000 word essay) is an integral part of the course and represents 50% of the assessment. As part of the multi-disciplinary approach taken in the programme, students are actively encouraged to select topics that involve several of the relevant core competencies in an integrated way. Analyses of complex cases are suitable for this. However, conceptual and theoretical works are also welcome.

FM404 Half Unit
Forecasting Financial time Series

This information is for the 2017/18 session.
Teacher responsible: Dr Christian Julliard
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Accounting and Finance, MSc in Finance and Economics, MSc in Finance and Private Equity, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Risk and Finance, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Quantitative Methods for Finance and Risk Analysis (FM442).
The first half of FM437 Financial Econometrics, or alternatively FM442 Quantitative Methods for Finance and Risk Analysis, is a required prerequisite. Students who can demonstrate comparable background may be granted an exemption from this requirement.
Course content: This course will examine the techniques involved with forecasting key variables in finance, and how to incorporate model uncertainty into financial forecasts. Students will learn both the theory and the practice of forecasting in finance.
The following topics will be covered: introduction to time series analysis; Maximum Likelihood Estimation (MLE) with time series data, and MLE based model selection; Bayesian inference, posterior probabilities, and Bayesian Model Averaging; Markov Chain Monte Carlo methods; present value regressions, vector autoregressios, causality, and cointegration; asset pricing and the Generalized Method of Moments (GMM); frequentist and Bayesian information theoretic alternatives to GMM.
Additional information can be found on Moodle (for current students)
Teaching: 20 hours of lectures, 10 hours of classes and 10 hours of computer workshops in the LT.
Formative coursework: Regular problem sets.
Indicative reading: Lecture notes will be provided, and some journal articles may also be used.
Assessment: Exam (100%, duration: 3 hours and 15 minutes) in the main exam period.

FM405 Half Unit
Fixed Income Securities and Credit Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Peter Kondor
Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance and Private Equity. This course is not available as an outside option.
Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).
Course content:

• Interest rate modelling and derivatives
• Credit risk
• Credit derivatives and risk management

This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management.

By the end of the course, the students will be familiar with the fixed income state of the art business practice and a variety of topics including (i) an analysis of the main products traded in the credit markets, such as Government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.

Teaching: 30 hours of lectures in the LT.

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies and the main reference is Pietro Veronesi: Fixed Income Securities, (Wiley 2010).

Assessment: Exam (80%, duration: 2 hours) in the main exam period.

Coursework (20%) in the LT.

FM406 Half Unit

Topics in Portfolio Management

This information is for the 2017/18 session.

Teacher responsible: Mr Domingos Romualdo

Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance and Private Equity. This course is not available as an outside option.

Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).

Course content:

• Balancing Risk and Risk Premia for the Construction of Optimal Portfolios
• Dynamic Investment Strategies
• Selecting and Monitoring Portfolio Managers
• Transactions Costs and Liquidity Risk in Portfolio Construction

This course covers a wide range of topics in portfolio management, with a strong focus on empirical applications. The first part of the course starts with a theoretical and empirical overview of risk and risk premia in different segments of financial markets; it then focuses on the construction of optimal portfolios, with applications to equity, bond, and multi-asset portfolios.

The second part of the course introduces students to the implementation of several dynamic investment strategies, such as value, momentum, carry, and others. The third part of the course focuses on selecting and monitoring mutual fund and hedge fund managers to form portfolios of managed funds. Finally, the course incorporates transactions costs and liquidity risk in the construction and evaluation of portfolios. The course is based on recent empirical studies and on applied exercises using financial data.

Teaching: 30 hours of lectures in the LT.

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are Modern portfolio theory and investment analysis, by E. J. Elton, M. J.Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; Investments, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin; Modern investment management, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press.

Assessment: Exam (90%, duration: 2 hours) in the main exam period.

Coursework (10%) in the LT.

FM407 Half Unit

Mergers, Buyouts and Corporate Restructurings

This information is for the 2017/18 session.

Teacher responsible: Dr Vicente Cuñat

Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance and Private Equity. This course is not available as an outside option.

Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).

Course content:

• Financial Analysis of Firms and Corporate Transactions
• Mergers, Acquisitions and Leveraged Buyouts
• Distress, Bankruptcy and Corporate Restructuring

This course covers advanced topics in Corporate Finance. It focuses on the strategy, valuation and execution of corporate deals. In particular, the first part of the course covers mergers, divestitures, partial-divestitures (e.g. equity carve outs) and leveraged buyouts. The second part of the course provides a framework of analysis for the resolution of financial distress and bankruptcy. Each of the topics introduced in this course covers both institutional details and results of relevant academic research. It is furthermore supported by case studies and practitioner talks.

Teaching: 30 hours of lectures in the LT

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

Assessment: Exam (70%, duration: 2 hours) in the main exam period.

Project (30%) in the LT.

FM408 Half Unit

Financial Engineering

This information is for the 2017/18 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance and Economics and MSc in Finance and Private Equity. This course is not available as an outside option.

Pre-requisites: Students will be expected to show some familiarity with calculus and statistics.

Course content: Provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity and volatility derivatives and to structured products.

This syllabus lists and describes the topics covered in this course. In a nutshell, the course aims to cover the basics in derivatives theory, and to apply them to a multitude of financial securities and structured products, with a special emphasis on recent products in the equity and volatility derivative worlds. We review selected case studies in order to gain a better understanding of their practical usage. We also implement the models numerically in R and VBA.

Teaching: 30 hours of lectures in the LT.

Indicative reading: Based on a set of extensive lecture notes. No one book covers the material of the entire course. Books recommended include The Volatility Surface: A Practitioner's Guide, 2nd Edition, by Jim Gatheral, Option Pricing Models and Volatility by Maurice Rouah and Gregory Vainberg, Derivatives Markets, 2nd edition" by Robert McDonald, Options, Futures and

Other Derivatives by John Hull, Principles of Financial Engineering by Salih Neftci as well as Keith Cuthbertson and Dirk Nitzsche's Financial Engineering.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Project (20%) in the LT.

FM409 Half Unit
Risk Management in Financial Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Paul Whelan
Availability: This course is available on the MSc in Finance (full-time), MSc in Finance and Economics and MSc in Finance and Private Equity. This course is not available as an outside option.
Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).
Course content:
• Hedging in equity and fixed income markets
• Market Risk, Value at Risk and Expected Shortfall
• Endogenous Risk and Limits to Arbitrage
• Credit risk and structured products
The aim of this course is to give an introduction to the analysis and management of risk within financial markets.The objective of the course is to develop a conceptual framework for thinking about financial risk and to show how these concepts are implemented in practice in a variety of contexts. First, the course gives an overview of risk management in the context of portfolios of fixed income securities and derivatives. Next, will discuss the implementation and the merits of Value at Risk measures. We will spend some time on endogenous risk and limits to arbitrage. In the context of credit risk we will cover ratings based and structural models, as well as credit risk on portfolios and credit derivatives. A final topic covers regulation and the recent credit crisis. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Some limitations of current approaches are also discussed.
Teaching: 30 hours of lectures in the LT.
Formative coursework: Problem sets. In addition, students will have the opportunity to present the results of a case study to the class.
Indicative reading: Course readings will vary from year to year depending upon the topics covered. The main reference is: John C. Hull, Risk Management and Financial Institutions, Wiley, 2015, 4th edition. Additional useful references are: Michel Crouhy, Dan Galai and Robert Mark, Risk Management, McGraw-Hill, 2001. Philippe Jorion, Value at Risk, McGraw-Hill, 2007, 3rd edition. Jon Danielsson, Financial Risk Forecasting, Wiley, 2011. John C. Hull, Options, Futures and Other Derivatives, Pearson, 2012, 8th edition. Darrell Duffie and Ken Singleton, Credit Risk, Princeton University Press, 2003.
Assessment: Exam (90%, duration: 2 hours) in the main exam period.
Coursework (5%) and presentation (5%) in the LT.

FM410 Half Unit
Private Equity

This information is for the 2017/18 session.
Teacher responsible: Prof Ulf Axelson
Availability: This course is compulsory on the MSc in Finance and Private Equity. This course is not available as an outside option.
Course content: • Evaluating and executing Private Equity Deals
• Business Plans, Venture Capital, and Entreprenurial Finance
• Private Equity as an asset class and the private equity landscape
Provides a thorough grounding in the theory and recent developments in the field of private equity.
Starting by examining how private equity funds are raised and structured the course will examine how private equity can be used in start-ups, in scaling-up cash flow businesses, and in restructuring firms facing financial distress. It explores the link between private and venture capital on the one hand and public securities markets on the other. The course will examine the process through which private equity investors exit their investments. The course will also give a detailed analysis of the types of finance used in private equity and an evaluation of the short and long-run performance of private equity investments. The course will include an evaluation of the performance of different types of private equity investment and a comparison with other forms of ownership will be undertaken
This course takes a rigorous theoretical examination of private equity, however also employs some case study teaching and is taught in conjunction with a range of practitioners in the field.
Teaching: 30 hours of lectures and 30 hours of seminars in the LT.
Formative coursework: Each week there will typically be a formative case study assignments (similar to summative cases). Students will also be given formative feedback on their class participation.
Indicative reading: Ulf Axelson, Tim Jenkinson, Per Strömberg, and Michael S. Weisbach. Leverage and Pricing in Buyouts: An Empirical Analysis. August 28, 2007; Steven N. Kaplan and Per Strömberg. Leveraged Buyouts and Private Equity, Social Science Research Network, June 2008; Cendrowski, Harry. Private Equity: Governance and Operations Assessment. Hoboken: John Wiley & Sons. 2008; Lerner, Joshua. Venture Capital and Private Equity: A Casebook. New York: John Wiley & Sons. 2000; Acharya V V; Franks J R & Servaes H (2007) "Private Equity: Boom and Bust?" Journal of Applied Corporate Finance, 19(4) , Fall 2007, 44-53.
Assessment: Dissertation (60%, 6000 words) in the ST.
Coursework (20%) and class participation (20%) in the LT.

FM412 Half Unit
Quantitative Security Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Christopher Polk
Dr Vasant Naik
Availability: This course is available on the MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Private Equity and MSc in Risk and Finance. This course is not available as an outside option.
This course is available to the MSc in Accounting and Finance, with permission from the Department of Finance, should capacity allow.
Pre-requisites: None
Course content: The theoretical framework underlying the course will be Merton's model of viewing corporate securities as contingent claims on a firm's assets. We will use information in financial statements and macro-economic variables to come up with the inputs into Merton-type models. The course will involve lectures, cases, and a project. The course will be structured around the following topics:
1. Basic Analysis of Financial Statements
2. Merton's Framework of Corporate Securities as Contingent Claims on a Firm's assets
3. Valuation of Assets of Firms
a. Valuation of assets-in-place
b. Valuing growth and growth options
4. Valuation of Equity and Debt of Levered Firms
5. Valuation of Financial Institutions
6. Valuing Distressed Debt
Teaching: 30 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 3 case studies in the LT.
Indicative reading: Books:
1. Greenwald, B, Kahn, J., P. Sonkin, M. van Biema, Value Investing: From Graham to Buffett and Beyond, Wiley Finance, 2004.

Academic Articles:
1. Berk, J., R. Green and V. Naik, "Optimal Investments, Growth Options and Security Returns," Journal of Finance, 1999.
2. Berk, J. R. Green, and V. Naik, "Valuation of New Ventures," Review of Financial Studies, 2004.
3. Black, F. and J. Cox, "Valuing Corporate Securities: Some Effects of Bond Indenture Provisions," Journal of Finance, 1976.
4. Gamba, A., and A. Triantis, "The Value of Financial Flexibility," Journal of Finance, 2008.
5. Collin-Dufresne, P., and R. Goldstein, "The Determinants of Credit Spread Changes," Journal of Finance, 2001.
6. Merton, R., "On the Pricing of Corporate Debt: The Risk Structure of Interest Rates," Journal of Finance, 1974.
7. Novy-Marx, R., "The Other Side of Value: The Gross Profitability Premium," Journal of Financial Economics, 2013.
8. Piotroski, J.D., "Value Investing: The Use of Financial Statement Information to Separate Winners from Losers," Journal of Accounting Research, 2000.
9. Ritter, J., "Economic Growth and Equity Returns," Pacific-Basin Finance Journal, 2005.
10. Shumway, T., and B. Sharath, "Forecasting Default with the Merton Distance to Default Model," Review of Financial Studies, 2008.

Assessment: Project (50%) in the LT.
In class assessment (50%).

FM413 Half Unit
Fixed Income Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Angeliki Andrikogiannopoulou
Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance, MSc in Finance and Economics, MSc in Risk and Finance, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.
Pre-requisites: Students taking this course are expected to be familiar with the theory of asset evaluation at the level of FM430 Corporate Finance and Asset Markets and the theory and practice of derivative pricing at the level of FM441 Derivatives.
Course content: This advanced course is designed for students seeking an understanding of fixed income valuation and hedging methods, and a basic familiarity with the major markets and instruments.
Provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management. By the end of the course, the students will be familiar with a variety of topics, including (i) the basic concepts of fixed-income instruments, such as yield, duration, convexity; (ii) the basic techniques to analyze and hedge fixed income products, such as "curve fitting", "bootstrapping", duration-based hedging and asset-liability management; (iii) the forces, or "factors", driving the variation in the entire spectrum of interest rates at different maturities; (iv) the main evaluation tools, which can be applied to evaluate a wide range of products (trees, no arbitrage trees, calibration and some continuous time models) ; (v) the main fixed income products such as government bonds, corporate bonds (convertible, callable, puttable), and their evaluation; (vi) plain vanilla interest derivatives (caps, floors and collars, swaps, swaptions, etc.) and their evaluation; (vii) mortgage backed securities and credit risk transfers; (viii) the analysis of the "destabilizing" effects related to the use of certain derivatives written on fixed income instruments.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 10 problem sets in the LT.
Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies, and a reading pack containing chapters from the following books: Sundaresan, S. (2001), Fixed Income Markets and Their Derivatives, South Western College Publishing. Duffie, D and Singleton, K (2003), Credit Risk: Pricing, Management, and Measurement, Princeton: Princeton University Press (Princeton Series in Finance). Tuckman B. and A. Serrat (2011), Fixed Income Securities: Tools for Today's Markets, 3rd Edition, John Wiley & Sons. Veronesi, P. (2010), Fixed Income Securities: Valuation, Risk, and Risk Management, John Wiley & Sons.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM414 Half Unit
Corporate Investment and Financial Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Pedro Chauffaille Saffi
Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance and Private Equity. This course is not available as an outside option.
Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).
Course content:
- Supporting the firm's strategy with Long-term and short-term financial management
- Real options and strategic investment decisions
- Family firms, IPOs, and corporate governance
- Risk management, International valuation, and currency exposure

A case based course aimed at deepening the understanding of how to apply corporate finance concepts in a wide variety of business situations. In particular, we will try to build on concepts in business strategy, valuation techniques, and capital structure theories covered in previous courses, and see how to apply those tools in a systematic and rigorous way when approaching complicated real-life corporate finance problems. Examples of topics include working capital management, capital structure, risk management, real options, initial public offerings, international corporate finance, and family firms. Students will have to read up on cases before class and be prepared to discuss them interactively in class.
Teaching: 30 hours of seminars in the LT.
Formative coursework: 5 formative case study assignments (similar to summative cases).
Indicative reading: Berk and DeMarzo, "Corporate Finance"
-Around 10 case studies
-A number of related scientific articles, including:
Opler, Tim, M. Saron, & S. Titman, 1997, "Designing Capital Structure to Create Shareholder Value," Journal of Applied Corporate Finance 10.1, 21-32 Bodily, Samuel E., 2005, "Real Options", Darden case study UV0433-PDF-ENG. Froot, Kenneth, David Scharfstein, and Jeremy Stein, 1994, "A Framework for Risk Management," Harvard Business Review 72, (November-December 1994): 59-71. James, Mimi, and Timothy M. Koller, "Valuation in Emerging Markets," McKinsey Quarterly 2000:4
Assessment: Exam (70%, duration: 2 hours and 30 minutes) in the main exam period.
Coursework (20%) and class participation (10%) in the LT.

FM421 Half Unit
Applied Corporate Finance

This information is for the 2017/18 session.
Teacher responsible: Prof Ashwini Agrawal
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange,

MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics and Management, MSc in Finance and Economics, MSc in Management and Strategy and MSc in Risk and Finance. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: This is an advanced applied course and a thorough understanding of the major theoretical issues and concepts is required.
Students on the MSc in Econometrics and Mathematics Economics, MSc in Economics and Management, MSc in Management and Strategy may take this course if they have fulfilled the compulsory prerequisites. These students may only take this course if they have taken at least one of the following courses in Michaelmas Term: FM473M Finance I, FM474M Managerial Finance or FM431M Corporate Finance A.
Course content: Provides a thorough grounding in recent developments in applied corporate finance. The course involves a study of the applied corporate finance literature and case studies. It will examine valuation techniques, capital structure and payout policy, raising capital, going public, financial risk management by firms, corporate governance, takeovers and insolvency.
Teaching: 30 hours of seminars in the LT.
This course is taught in two separate streams.
Formative coursework: Class papers and case based research are required.
Indicative reading: Articles from journals and readings from D H Chew, The New Corporate Finance: Where Theory Meets Practice (3rd edn, McGraw Hill); M Grinblatt & S Titman, Financial Markets and Corporate Strategy, (2nd edn, McGraw Hill).
Assessment: Exam (90%, duration: 2 hours) in the main exam period.
Coursework (10%) in the LT.

FM422
Corporate Finance

This information is for the 2017/18 session.
Teacher responsible: Professor Amil Dasgupta
Dr Dirk Jenter
Availability: This course is compulsory on the MSc in Finance (full-time) and MSc in Finance and Private Equity. This course is not available as an outside option.
Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.
Course content:
• Financing
• Valuation
This core course provides a broad introduction to the key issues in corporate finance. The first half of the course, the Financing Module, investigates how companies should finance their activities by issuing securities (debt, equity and convertible claims) and the interaction of business policy with financial policy. The aim is to understand what factors determine optimal capital structure and how the interplay of these factors can affect financing decisions in a way that creates value. The second half of the course, the Valuation Module, covers firm and project valuation and establishes how companies should select among investable assets. The module focuses on fundamental valuation techniques based on discounting future cash flows. The course goes on to introduce further valuations methods, such as real options analysis, as well as key applications of valuation concepts to major corporate decisions such as mergers and acquisitions and initial public offerings. The course interweaves key conceptual material with a series of cases.
Teaching: 60 hours of lectures in the MT.
Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.
Indicative reading: The recommended textbooks for this course are Berk and DeMarzo, Corporate Finance and Higgins, Analysis for Financial Management. Other recommended readings from relevant journal articles will be included in a study pack.
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
In class assessment (20%) in the MT.

FM423
Asset Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Dong Lou and Dr Igor Makarov
Availability: This course is compulsory on the MSc in Finance (full-time) and MSc in Finance and Private Equity. This course is not available as an outside option.
Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.
Course content:
• Investments and Securities Valuation
• Portfolio choice and performance evaluation
• Derivatives
The aim of the course is to familiarize students with the workings of financial markets, and equip them with the fundamental tools of asset valuation. The course will focus on the three main asset classes - fixed income, stocks, and derivatives - giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds. These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor models will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.
Teaching: 60 hours of lectures in the MT.
Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.
Indicative reading: The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, Corporate Finance, 3rd Global Edition, Pearson International, and Bodie, Kane, and Marcus, Investments, 10th Edition, McGraw Hill. Other recommended readings and case studies will be included in a study pack.
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
In class assessment (10%) and in class assessment (10%) in the MT.

FM429 Half Unit
Asset Markets A

This information is for the 2017/18 session.
Teacher responsible: Dr Georgy Chabakauri
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics

(2 Year Programme), MSc in Management and Strategy, MSc in Real Estate Economics and Finance, MSc in Risk and Finance, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Outside students should consider the alternative option of FM473M/FM474L Finance I or FM474L/FM474M Managerial Finance.
This course cannot be combined with FM473M Finance I or FM474M/FM474L Managerial Finance.
Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.
Course content: Aims to equip students with the fundamental concepts and tools underlying the asset markets side of modern finance. The course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT.
Formative coursework: Weekly problem sets covered in classes.
Indicative reading: Z Bodie, A Kane and A Marcus, Investments, 8th edition, McGraw Hill. ISBN: 0-07-338237-X.
Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.
Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the main exam period.
Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets. Any student who takes both FM429 and FM431 will be re-registered to sit the FM430 full-unit exam paper in Summer Term.

FM430
Corporate Finance and Asset Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Georgy Chabakauri
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.
This course cannot be combined with FM429 Asset Markets A, FM431M/FM431L Corporate Finance A or FM474M/FM474L Managerial Finance.
Course content: Aims to equip students with the fundamental concepts and tools underlying modern finance, both in the asset markets and the corporate finance side. Provides a foundation for subsequent courses offered by the Department. In the Michaelmas Term, the course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models. In the Lent Term, the course covers corporate finance. This part starts with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and possibly (time permitting), dividend policy, corporate governance issues.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT.
Formative coursework: Weekly problem sets covered in classes.
Indicative reading: J. Berk and P. DeMarzo, Corporate Finance, Pearson International Edition. Z. Bodie, A. Kane and A. Marcus, Investments, 8th edition, McGraw Hill. ISBN:0-07-338237-X.
Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
Please note this examination is the full unit version of the exams taken on FM429 Asset Markets A (H) and FM431 Corporate Finance A (H).

FM431L Half Unit
Corporate Finance A

This information is for the 2017/18 session.
Teacher responsible: Dr Maria-Theresa Marchica
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Management and Strategy and MSc in Risk and Finance. This course is available as an outside option to students on other programmes where regulations permit.
Outside students should consider taking FM474 Managerial Finance as an alternative option. This course cannot be combined with FM430 Corporate Finance and Asset Markets.
Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised. This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM474 Managerial Finance.
Course content: The course covers range of topics in corporate finance starting with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and start-up finance (time permitting).
Teaching: 20 hours of lectures and 9 hours of seminars in the LT.
Formative coursework: Students will be set weekly problem set assignments. Solutions and guidance will be provided during the weekly seminar classes. The final seminar class, students will solve a formative mock exam. Students will receive individual feedback on the mock exam prior to the final exam.
Indicative reading: J. Berk and P. DeMarzo, Corporate Finance, Pearson International Edition. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.
Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the main exam period.
Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets. Any

student who takes both FM429 and FM431 will be re-registered to sit the FM430 full-unit exam paper in Summer Term.

FM431M Half Unit
Corporate Finance A

This information is for the 2017/18 session.
Teacher responsible: Dr Juanita Gonzalez-Uribe
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Economics and Management, MSc in Management and Strategy and MSc in Risk and Finance.
This course is available with permission as an outside option to students on other programmes where regulations permit.
Outside students should consider taking FM474M/FM474L Managerial Finance as an alternative option. This course cannot be combined with FM430 Corporate Finance and Asset Markets.
Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised. This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM474 Managerial Finance
Course content: The course covers range of topics in corporate finance starting with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and start-up finance (time permitting).
Teaching: 20 hours of lectures and 9 hours of seminars in the MT.
Formative coursework: Students will be set weekly problem set assignments. Solutions and guidance will be provided during the weekly seminar classes. The final seminar class, students will solve a formative mock exam. Students will receive individual feedback on the mock exam prior to the final exam.
Indicative reading: J. Berk and P. DeMarzo, Corporate Finance, Pearson International Edition. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.
Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the main exam period.
Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets. Any student who takes both FM429 and FM431 will be re-registered to sit the FM430 full-unit exam paper in Summer Term.

FM436
Financial Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Ian Martin, Dr Igor Makarov and Dr Martin Oehmke
Availability: This course is compulsory on the MRes/PhD in Finance (Route 1) and MSc in Finance and Economics (Research). This course is available on the MPhil/PhD in Accounting. This course is not available as an outside option.
Pre-requisites: Mathematical background at the level of the September Courses in Mathematics and FM458 Financial Economics Preparatory Course is assumed.
Course content: Financial Economics provides students with an in-depth introduction to the theories of asset pricing and corporate finance. The course analyses investors' behaviour, market equilibrium, the pricing of securities, the valuation of real assets, and capital structure choice. Topics in asset pricing will encompass portfolio choice, complete and incomplete markets, mean-variance portfolio theory and equilibrium asset pricing, pricing with no arbitrage, Black-Scholes and other contingent claims pricing models, and the behaviour of financial markets during crises. Topics in corporate finance will encompass valuation methods and financing decisions in the presence of taxation, agency frictions, and asymmetric information.
Teaching: 40 hours of lectures and 20 hours of seminars in the MT.
Formative coursework: Problem sets, covered in classes.
Indicative reading: Will be based on: Teaching notes and journal articles, as well as J H Cochrane, Asset Pricing, Revised Edition, Princeton University Press.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

FM437
Financial Econometrics

This information is for the 2017/18 session.
Teacher responsible: Dr Christian Julliard
Dr Thummim Cho
Availability: This course is compulsory on the MSc in Finance and Economics. This course is available on the MPhil/PhD in Accounting. This course is not available as an outside option.
Pre-requisites: Mathematical background to the level of the course taught in September in the Economics Department (EC400) is assumed.
Course content: The techniques of empirical investigation in economics and finance. Students are introduced to recent empirical findings based on asset pricing and corporate finance models. The course includes a selection of the following topics: multivariate regression; maximum likelihood and methods of moments estimation; hypothesis testing; omitted variables and misspecification; asymptotic theory; measurement error and instrumental variables; time-series modelling; predictability of asset returns; event study analysis; econometric tests of the CAPM and multifactor models; volatility modelling; generalised method of moments estimation.
Teaching: 22 hours of lectures and 10 hours of seminars in the MT. 22 hours of lectures and 7 hours of seminars in the LT.
Formative coursework: Exercises are provided each week and they are discussed in class.
Indicative reading: A complete reading list is available at the beginning of session. Will be based on Greene, Econometric Analysis, Prentice-Hall; Campbell, Lo & MacKinlay, The Econometrics of Financial Markets, Princeton University Press; Econometric Analysis of Cross Section and Panel Data, J. Wooldridge; selected published articles.
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.

FM438 Half Unit Not available in 2017/18
Advanced Asset Pricing

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Pierre Zigrand OLD 4.22
Availability: This course is available on the MSc in Finance and Economics. This course is not available as an outside option.
Pre-requisites: Students must have completed Financial Economics (FM436).
Course content: Advanced Asset Markets is the continuation of the asset pricing component of FM436, Financial Economics.
It allows students to further explore pricing in continuous time

by applying the pricing and hedging methods of FM436 to more advanced products and to more complex environments. This course is ideal for the students who would like to apply the tools of continuous time finance learned in FM436 to the pricing and hedging of advanced real-life derivatives and structured products both in complete and in incomplete markets. The following topics will be covered: i. No-Arbitrage Pricing in complete and incomplete markets; ii. Local volatility modelling, including an excursion into local time; iii. Exotic derivatives and Structured Products; iv.Single- and multi-factor term structure modelling; v. Equilibrium pricing in complete and incomplete markets; and vi. Endogenous risk modelling with applications to trading and derivatives pricing.
Teaching: 20 hours of lectures, 10 hours of classes and 6 hours of workshops in the LT.
Indicative reading: A complete set of lecture notes will be distributed at the start of term. There is no textbook covering the entire material, though Bjork, ("Arbitrage Theory in Continuous Time" (Third Edition, 2009)) is a good read and a couple of chapters in Gatheral ("Modelling the Volatility Surface: A Practitioner's Perspective" (2007)) are optional andcover some of the the volatility modelling component of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM441 Half Unit
Derivatives

This information is for the 2017/18 session.
Teacher responsible: Dr Rohit Rahi
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: This is an advanced course. Students will be expected to have a good grasp of basic probability theory and multivariate calculus.
Course content: The course provides a thorough grounding in the theory of derivatives pricing and hedging. Both discrete-time and continuous-time models will be covered, including a comprehensive treatment of the Black-Scholes model. A special feature of the course is its emphasis on the modern theory of no-arbitrage pricing using martingale methods. These methods are applied to the pricing of equity options, forwards, futures and interest rate derivatives. The uses of derivatives in hedging and risk-management are discussed as well.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Weekly problem sets in classes (10).
Indicative reading: Teaching notes will be distributed. No one book covers the entire course, but the following is an excellent reference: John C Hull, Options, Futures and Other Derivatives.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM442 Half Unit
Quantitative Methods for Finance and Risk Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Domingos Romualdo
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Finance and Economics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Risk and Finance, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.
Pre-requisites: A strong background in statistics and quantitative methods at the undergraduate level is required. Prior programming experience is helpful. Students without prior knowledge of Matlab are encouraged to take FM457A (Computational Tools in Finance) concurrently.
Course content: This graduate-level course covers important quantitative and statistical tools in applied finance. It studies financial markets risk, with a particular focus on models for measuring, assessing and managing financial risk. Students will be introduced to the application of these tools and the key properties of financial data through a set of computer-based homework assignments and classes.
The course aims to introduce quantitative concepts and techniques in many areas of finance. Sample topics include Risk Measures (e.g., Value-at-Risk and Expected Shortfall, including implementation and backtestiing), univariate and multivariate volatility models, Factor Models, Principal Components Analysis, Options Pricing, Binomial Trees, Monte Carlo Simulations, and associated topics in Econometrics. This list is meant to be representative, but topics may be added or removed.
Implementing the models and tools in MATLAB is an essential part of the course. The homework assignments are designed to guide the students to all stages of the analytical process, from locating, downloading and processing financial data to the implementation of the tools and interpretation of results. Students will have the opportunity to explore the databases available at the LSE and to become comfortable working with real data.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Six homework assignments to be solved using MATLAB.
Indicative reading: No single text covers the course material. The relevant sections of the following readings would be appropriate for individual topics: Jon Danielsson (2011), Financial Risk Forecasting; Ruey Tsay (2010), Analysis of Financial Time Series; Pietro Veronesi (2010), Fixed Income Securities: Valuation, Risk, and Risk Management.
Assessment: Exam (75%, duration: 1 hour and 30 minutes) in the main exam period.
Project (20%, 2000 words) and presentation (5%) in the MT.

FM445 Half Unit
Portfolio Management

This information is for the 2017/18 session.
Teacher responsible: Dr Domingos Romualdo
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics and Management, MSc in Finance and Economics, MSc in Financial Mathematics and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course aims to cover the main topics in equity portfolio management. Some of the topics covered in the course include: Portfolio optimization techniques; Multi-factor models and their applications; Trading strategies; International portfolio management and currency hedging; Trading costs; Portfolio performance measurement and attribution; Style analysis; Mutual funds; Hedge funds. The course is based on a number of empirical applications and case studies, so that students can

gain a better understanding of implementation issues related to managing an equity portfolio.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.
Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are Modern portfolio theory and investment analysis, by E. J. Elton, M. J.Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; Modern investment management, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press; Investments, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Coursework (20%).
The 20% coursework comprises five homework assignments and one project.

FM457
Applied Computational Finance

This information is for the 2017/18 session.
Teacher responsible: Mr Bruce Iwadate
Availability: This course is available on the MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.
FM457A is intended for students taking FM442 Quantitative Methods for Finance and Risk Analysis and FM404 Forecasting Financial Time Series.
FM457B is available to students on the MSc Finance (Full-time), MSc Finance and Private Equity, MSc Finance and Economics and MSc Risk and Finance programmes.
Course content: This course is an introduction to computational methods in finance; the course mainly focuses on Matlab but then introduces other programming languages. We will begin with an introduction to basic Matlab. We will then learn how to simulate individual securities, with a special focus on the predictability and fat tails features of volatility. Simultaneously we will examine the data to test how well our models approximate the real world. Next we will move onto modeling portfolios of multiple securities and test the CAPM and the Fama-French three factor model; we will also test for long term predictability in asset prices. Finally we will use numerical techniques to price options and to construct a yield curve.
Teaching: FM457A: 10 hours of seminars in the MT.
FM457B: 10 hours of seminars in the MT.
Indicative reading: Teaching notes will be distributed.
Assessment: This is an additional, non-assessed computer course to supplement MSc level courses in the Department of Finance.

FM458
Financial Economics Preparatory Course

This information is for the 2017/18 session.
Teacher responsible: Mr Brandon Han and Mr Lukas Kremens
Availability: This course is compulsory on the MSc in Finance and Economics. This course is not available as an outside option.
Course content: The aim of this course is to supplement the Economics pre-sessional course and provide students with the essential quantitative methods for the core Finance course FM436. The course will introduce foundational material essential to the study of both asset pricing in continuous time and corporate finance theory.
Teaching: 30 hours of lectures in the MT.
Indicative reading: Mikosch, Elementary Stochastic Calculus (1998), World Scientific; Shreve, Stochastic Calculus for Finance I, II
Assessment: No formal assessment. Students will sit a mock exam based upon the material to aid learning.

FM473L Half Unit
Finance I

This information is for the 2017/18 session.
Teacher responsible: Professor Michael Burkart
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Law and Accounting, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Real Estate Economics and Finance, MSc in Regulation and MSc in Risk and Finance. This course is available as an outside option to students on other programmes where regulations permit.
This course is not open to students in the MSc Accounting and Finance and MSc Finance and Economics.
This course cannot be combined with FM429 Asset Markets A or FM430 Corporate Finance and Asset Markets.
Pre-requisites: Students should be comfortable with 'High School' level Mathematics and simple algebra, e.g. the ability to solve linear systems of two equations and two unknowns.
Course content: A first course in financial analysis: this course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors' information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments.
Teaching: 30 hours of lectures in the LT.
Ten three-hour lecture and seminar sessions. This course is taught twice, in both Michaelmas and Lent Term. Students must either register for FM473M which is taught in Michaelmas Term, or FM473L which is taught in Lent Term.
Indicative reading: Brealey, Myers and Allen, Principles of Corporate Finance.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM473M Half Unit
Finance I

This information is for the 2017/18 session.
Teacher responsible: Professor Michael Burkart
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Law and Accounting, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Real Estate Economics and Finance, MSc in Regulation and MSc in Risk and Finance. This course is available as an outside option to students on other programmes where regulations permit.
This course is not open to students in the MSc Accounting and Finance and MSc Finance and Economics.
This course cannot be combined with FM429 Asset Markets A or FM430 Corporate Finance and Asset Markets.
Pre-requisites: Students should be comfortable with 'High School' level Mathematics and simple algebra, e.g. the ability to solve linear systems of two equations and two unknowns.

Course content: A first course in financial analysis: this course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors' information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments.
Teaching: 30 hours of lectures in the MT.
Ten three-hour lecture and seminar sessions. This course is taught twice, in both Michaelmas and Lent Term. Students must either register for FM473M which is taught in Michaelmas Term, or FM473L which is taught in Lent Term.
Indicative reading: Brealey, Myers and Allen, Principles of Corporate Finance.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM474L Half Unit
Managerial Finance

This information is for the 2017/18 session.
Teacher responsible: Professor Daniel Ferreira
Dr Hongda Zhong
Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Law and Accounting, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation and MSc in Regulation. This course is available as an outside option to students on other programmes where regulations permit.
This course is not open to students on the MSc Accounting and Finance or the MSc Finance and Economics.
This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM431 Corporate Finance A.
Course content: The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students to address topical issues that modern corporations face. In particular, the course builds on concepts such as valuation and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial markets, the course focuses on corporate finance and business valuation. Topics such as mergers and acquisitions and initial public offerings will also be covered.
Teaching: 30 hours of lectures in the LT.
Formative coursework: Weekly homeworks.
Indicative reading: Brealey, Myers and Allen, Principles of Corporate Finance.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM474M Half Unit
Managerial Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Metzger
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Law and Accounting, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation and MSc in Regulation. This course is available as an outside option to students on other programmes where regulations permit.
This course is not open to students on the MSc Accounting and Finance or the MSc Finance and Economics.
This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM431 Corporate Finance A.
Pre-requisites: This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM431 Corporate Finance A.
Course content: The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students to address topical issues that modern corporations face. In particular, the course builds on concepts such as valuation and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial markets, the course focuses on corporate finance and business valuation. Topics such as mergers and acquisitions and initial public offerings will also be covered.
Teaching: 30 hours of lectures in the MT.
Formative coursework: Weekly homeworks.
Indicative reading: Brealey, Myers and Allen, Principles of Corporate Finance.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM476 Half Unit
Entrepreneurial Finance

This information is for the 2017/18 session.
Teacher responsible: Professor Daniel Paravisini
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance and Economics, MSc in Finance and Private Equity and MSc in Risk and Finance. This course is not available as an outside option.
This course is only available on the MSc in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange) Programmes with permission from the Department.
Pre-requisites: Basic Mathematics and Statistics knowledge.
Course content: After introducing students to methods to assess business plans as well as methods to identify and value business ventures and growth opportunities in the opening part of the course, the next part of the course concentrates on obtaining financial resources. It covers a broad set of instruments (bank finance, angel finance, crowdsourcing) used by entrepreneurial firms. The final part of the course concentrates on Venture Capital (VC) financing. It describes the general structure and terms of a VC deal, the structure of a VC fund, the characteristics of venture debt and the exit strategies of VC funds.
Teaching: 30 hours of lectures in the LT.
Formative coursework: Students will be expected to produce 2 case studies in the LT, which will relate to the examination. The case studies, similar to the summative ones, will be graded and covered in class.
Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: 'Venture Capital, Private Equity, and the Financing of Entrepreneurship' J.Lerner, A. Leamon and F.Hardymon (Wiley); 'The Oxford Handbook of Entrepreneurial Finance' (OUP); 'Entrepreneurial Finance', J.C.Leach and R.Melicher (Cengage). The course pack include lecture notes and case studies for summative

and formative assessments.
Assessment: Coursework (100%) in the LT.
Coursework will take the form of two summative take-home assignments based on case studies (20%) and two in-class assignments (40% each, duration: 1 hour) during Lent Term teaching.

FM481
Financial Econometrics for Research Students

This information is for the 2017/18 session.
Teacher responsible: Dr Marcelo Fernandez
Availability: This course is compulsory on the MRes/PhD in Finance (Route 1). This course is available on the MPhil/PhD in Accounting. This course is available as an outside option to students on other programmes where regulations permit. Optional on MRes/PhD Economics.
Pre-requisites: Strong background in statistics and mathematics; some knowledge of Economics and Finance.
Course content: The Lent Term of FM481 is shared with FM404 Forecasting Financial Time Series.
Part 1 – Probability, Mathematical Statistics, and Asymptotic Theory, provides students with an understanding of basic concepts in probability and statistics with a view of eventual use for econometric analysis of financial data. Including Basic Probability Concepts, Random Variables, Selected Probability Distributions, Modes of Convergence, Properties of Estimators, Frequentist Hypothesis Testing and Bayesian Inference.
Part 2 - Theory and application of regression analysis, covers estimation and inference theory for regression models. The topics covered are least squares estimation, maximum likelihood estimation, instrumental variable estimation, and generalized method of moments estimation, with applications to linear models, many and weak instrument problems, limited dependent variable models, and panel data models.
Part 3 - The course provides a survey of the theory and application of time series methods in econometrics. The main objective of this course is to develop the skills needed to do empirical research in fields operating with time series data sets. The topics covered are: Hilbert spaces, projections, Wold theorems, ARMA models, Z-transform, convolution theorem, W-K prediction, Spectral analysis; Structural VAR Models; State Space Representations; Models with time-varying coefficients and stochastic volatility; Nonlinear filtering (particle filters); Unit Roots, Spurious Regressions and Cointegration; Predictability.
Teaching: 20 hours of lectures in the MT. 36 hours of lectures in the LT.
Formative coursework: Weekly classwork and problem sets.
Indicative reading:
- Cameron and Trivedi: Microeconometrics. Methods and Applications.
- Campbell, Lo and MacKinlay: The Econometrics of Financial Markets
- Geweke: Contemporary Bayesian Econometrics and Statistics
- Gourieroux and Jasiak: Financial Econometrics: Problems, Models and Methods.
- Greene: Econometric Analysis.
- Johannes and Polson: Computational Methods for Bayesian Inference.
- Hamilton: Time-Series Analysis.
- Hayashi: Econometrics
- Roberts and Whited: "Endogeneity in Empirical Corporate Finance," Handbook of the Economics of Finance, vol. 2.
- Sargent, T., (1987), Macroeconomic Theory, chapters IX-XI.
- Wooldridge: Econometric Analysis of Cross-Section and Panel Data.

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

FM482
Research paper in Finance

This information is for the 2017/18 session.
Teacher responsible: Professor Michael Burkart
Availability: This course is compulsory on the MRes/PhD in Finance (Route 1) and MRes/PhD in Finance (Route 2). This course is not available as an outside option.
Course content: Students produce a research paper, between 6,000 and 8,000 words, related to the student's designated major field, to be submitted at the end of September of Year 1 for Route 2 students, and at the end of September of Year 2 for Route 1 students.
Teaching: There are no direct teaching hours.
Formative coursework: Feedback on progress will be provided by the student's PhD Supervisor.
Assessment: Other (100%).
A research paper of 6-8,000 words in length (100%).

FM492 Not available in 2017/18
Principles of Finance

This information is for the 2017/18 session.
Teacher responsible: Prof Richard Payne
Dr Hongda Zhong
Availability: This course is not available as an outside option.
Pre-requisites: Students must have completed: one Economics course, one Maths course and one Statistics course at an undergraduate level.
Course content: This course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, derivative pricing, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 11 hours of seminars in the LT. 2 hours of lectures and 1 hour of seminars in the ST.
Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussion.
Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

FM499 Not available in 2017/18
Dissertation

This information is for the 2017/18 session.
Availability: This course is available on the MSc in Accounting and Finance. This course is not available as an outside option.
Only for students on the MSc Accounting and Finance programme, who elect to take this as an option in paper 3 or 4 and who wish to write a dissertation on a Finance topic. Permission to select the long essay option must be obtained from the MSc Accounting and Finance Programme Director by the end of the third week of MT. Students wishing to select this option must identify and secure agreement from a member of staff from the Department of Finance who is willing to provide supervision for the dissertation.
Course content: The dissertation may focus on analysing the relevant literature and other source material on a particular topic and writing a critical survey or commentary, indicating clearly the

main problems and their nature, or investigating and reporting on a selected problem, either by some small-scale empirical research, or by using information derived from secondary sources. The dissertation must identify relevant issues, sustain reasoned argument, and draw supportable conclusions. It must be arranged in an organised manner and include a full bibliography.
Teaching: There is no teaching associated with the dissertation, but students who select this option are encouraged to attend the dissertation workshop sessions organised by the Teaching and Learning Centre.
Assessment: Dissertation (100%, 10000 words) in the ST.
The dissertation outline must be approved in the LT by the supervisor. The submission deadline is Monday 5 June 2017.

FM4T1 Half Unit
Forecasting Financial Time Series - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Christian Julliard
Availability: This course is available on the MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM404
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Assessment: Dissertation (100%, 6000 words) in the ST.
6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4T2 Half Unit
Applied Corporate Finance - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Ashwini Agrawal
Availability: This course is available on the MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM421
Teaching: 30 hours of lectures in the LT.
Assessment: Dissertation (90%, 6000 words) in the ST.
Coursework (10%) in the LT.
6,000 word dissertation (90%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4T4 Half Unit
Corporate Investment and Financial Policy - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Pedro Chauffaille Saffi
Availability: This course is available on the MSc in Finance (full-time). This course is not available as an outside option.
Course content: See entry for FM414.
Teaching: 30 hours of seminars in the LT.
Assessment: Dissertation (70%, 6000 words) and coursework (30%) in the ST.
6,000 word dissertation in lieu of examination (70%) on a topic to be agreed with the course teacher, and coursework (30%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4T5 Half Unit
Portfolio Management - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Domingos Romualdo
Availability: This course is available on the MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM445
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Assessment: Dissertation (80%, 6000 words) in the ST.
Coursework (20%) in the LT.
6,000 word dissertation (80%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018. Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,000 words.

FM4T6 Half Unit
Topics in Portfolio Management - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Domingos Romualdo
Availability: This course is available on the MSc in Finance (full-time). This course is not available as an outside option.
Pre-requisites: Students must have completed Topics in Portfolio Management (FM406).
Course content: See entry for FM406
Teaching: 30 hours of seminars in the LT.
Assessment: Essay (90%, 6000 words) and coursework (10%) in the ST.
6,000 word dissertation in lieu of exam (90%) on a topic to be agreed with the course teacher, and coursework (10%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4T8 Half Unit
Financial Engineering - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Pierre Zigrand
Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM408
Teaching: 30 hours of lectures in the LT.
Assessment: Dissertation (80%, 6000 words) and coursework (20%) in the ST.
6,000 word dissertation in lieu of examination (80%) on a topic to be agreed with the course teacher, and coursework (20%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4U1 Half Unit
Fixed Income Markets - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Ms Anastasia Andrikogiannopoulou
Availability: This course is available on the MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM413

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Assessment: Dissertation (100%, 6000 words) in the ST.
6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018. Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,000 words.

FM4U2 Half Unit
Quantitative Methods for Finance and Risk Analysis (Dissertation)

This information is for the 2017/18 session.
Teacher responsible: Dr Domingos Romualdo
Availability: This course is available on the MSc in Finance and Economics. This course is not available as an outside option.
Pre-requisites: A strong background in statistics and quantitative methods at the undergraduate level is required. Prior programming experience is helpful. Students without prior knowledge of Matlab are encouraged to take FM457A (Computational Tools in Finance) concurrently
Course content: See entry for FM442
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Assessment: Dissertation (75%, 6000 words) in the ST.
Project (20%, 2000 words) and presentation (5%) in the MT.
6,000 word dissertation (75%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4U3 Half Unit Not available in 2017/18
Advanced Asset Pricing Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Pierre Zigrand R460
Availability: This course is available on the MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM438.
Teaching: 30 hours of seminars in the LT.
Assessment: Dissertation (100%, 6000 words) post-summer term.
6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is Monday 15 June 2015. Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,000 words.

FM4U4 Half Unit
Quantitative Security Analysis - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Prof Christopher Polk
Dr Vasant Naik
Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (part-time) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM412
Teaching: 30 hours of seminars in the LT.
Assessment: Dissertation (50%, 6000 words) in the ST.
Coursework (50%) in the LT.
6,000 word dissertation on a topic to be agreed with the course teacher, who will act as the student's supervisor, to be taken in lieu of the in-class assignment. Deadline is June 2018.

FM4U5 Half Unit
Fixed Income Securities and Credit Markets - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Peter Kondor
Availability: This course is available on the MSc in Finance (full-time). This course is not available as an outside option.
Course content: See entry for FM405
Teaching: 30 hours of seminars in the LT.
Assessment: Dissertation (80%, 6000 words) and coursework (20%) in the ST.
6,000 word dissertation in lieu of exam (80%) on a topic to be agreed with the course teacher, and coursework (20%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4U7 Half Unit
Mergers, Buyouts and Corporate Restructurings - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Vicente Cuñat
Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance and Economics. This course is not available as an outside option.
Pre-requisites: Students must have completed Mergers, Buyouts and Corporate Restructurings (FM407).
Course content: See entry for FM407
Teaching: 30 hours of seminars in the LT.
Assessment: Dissertation (70%, 6000 words) and coursework (30%) in the ST.
6,000 word dissertation in lieu of exam (70%) on a topic to be agreed with the course teacher, and coursework (30%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor.

FM4U9 Half Unit
Risk Management in Financial Markets - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Paul Whelan
Availability: This course is available on the MSc in Finance (full-time) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM409
Teaching: 30 hours of seminars in the LT.
Assessment: Dissertation (90%, 6000 words) and coursework (10%) in the ST.
6,000 word dissertation in lieu of examination (90%) on a topic to be agreed with the course teacher, and coursework (10%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is Monday 5 June 2017. Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,000 words.

GI402 Half Unit
Gender, Knowledge and Research Practice

This information is for the 2017/18 session.
Teacher responsible: Dr Jacob Breslow, Tower 1 11.01.L
Availability: This course is compulsory on the MPhil/ PhD in Gender Studies, MSc in Gender and MSc in Gender (Research). This course is available on the MSc in Culture and Society, MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course introduces students to the central issues at stake in designing and carrying out gender research at graduate and postgraduate level and beyond. The course maps the history of debates about gender and feminist research, and asks what difference it makes to take gender as the subject or object of research. Of particular concern are the ethical and political issues arising from doing gender research with respect to representing others and seeking to influence and engage with broader social contexts among other topics.
The course is interdisciplinary, introducing students to a range of perspectives on knowledge production and research practice. It offers critiques of existing knowledge practices, and highlights the specific challenges to 'mainstream knowledge' that come from gendered and feminist perspectives. It explores how knowledge is produced and offers critical assessments of the dominant debates in gendered research practice, asking how we ensure that we conduct research ethically. Finally, the course focuses on the methodological challenges arising within interdisciplinary research.
Teaching: The course is taught in weekly three-four hour blocks in MT. The first two/three hours of each block will be a lecture and discussion session based on weekly assigned readings, followed by an hour-long 'workshop' session in which outside speakers will address dilemmas in epistemological or methodological dimensions of their research.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Essay (1500 words) in the MT.
Indicative reading:
- Patricia Hill Collins (2000) Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment. New York: Routledge;
- Nina Lykke (2005) "Transformative Methodologies in Feminist Studies", special issue of European Journal of Women's Studies 12. 3;
- Uma Narayan and Sandra Harding, eds (2000) Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World. Bloomington: Indiana University Press;
- Sandra Harding and Kathryn Norbers, eds (2005) "New Feminist Approaches to Social Science Methodologies", special issue of Signs 30. 4.

Assessment: Essay (100%, 4000 words) in the LT.

GI403 Half Unit
Gender and Media Representation

This information is for the 2017/18 session.
Teacher responsible: Dr Sadie Wearing, Tower 1.11.01C
Availability: This course is compulsory on the MSc in Gender, Media and Culture. This course is available on the CEMS Exchange, MBA Exchange, MSc in Culture and Society, MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender, Policy and Inequalities and MSc in Organisational and Social Psychology. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course aims to enable students: to think critically about representations of gender in a range of different media; to apply a range of theoretical and methodological approaches to the study of the media; to examine changing representations of gender in the context of wider social changes and to explore questions concerning the interpretation and use of different media formats and content. The course focuses on examples largely drawn from Anglo-American media and usually includes topics such as news media and gender; gendered approaches to contemporary cinema; online environments and gender and critically explores terms such as 'postfeminism' in relation to media content. The course also considers themes such as the nature of contemporary celebrity and questions of media representations of gender in relation to dimensions such as sexuality, class, race, age and (dis)ability.
Students will be expected to maintain familiarity with contemporary UK media, although there is opportunity to research and write on other national contexts.
Teaching: 20 hours of lectures, 10 hours of seminars and 1 hour and 15 minutes of classes in the MT.
The classes are compulsory film screenings. Lectures will incorporate audio-visual material. There will be occasional screenings of material to be discussed in class. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Essay (1500-2000 words) to be submitted during class in Week 5 of the MT.
Indicative reading:
- Carter C and Steiner L (eds) (2004) Critical Readings: Media and Gender
- Cohan, S. & Hark, I.R. (eds) (1993), Screening the Male: Exploring Masculinities in Hollywood Cinema, (chapters by Neale, Wiegman, Fuchs).
- Dyer, R. (2001) Culture of Queers.
- Dyer, R. (2002) The Matter of Images: Essays on Representation.
- Hall, S. (1997) Representation: Cultural Representations and Signifying Practices.
- Stacey, J. (1994) Star Gazing: Hollywood Cinema and FemaleSpectatorship.
- Tasker, Y. and Negra, D. (eds) (2007) Interrogating Postfeminism: Gender and the Politics of Popular Culture (Console-ing Passions).
- van Zoonen, L, (1994) Feminist Media Studies.
- Waters ,M (ed) (2011) Women on Screen.

Assessment: Essay (100%, 4000 words) in the LT.

GI407
Globalisation, Gender and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Anouk Patel-Campillo, Prof Diane Perrons and Prof Naila Kabeer
Availability: This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD Human Geography and Urban Studies, MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Global Politics, MSc in Human Rights and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.
This course cannot be taken alongside GI409 Gender, Globalisation and Development: An Introduction, or GI420 Globalisation, Gender and Development: Theorising Policy and Practice.
Course content: This course will provide students with a thorough knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice.
The first part of the course considers contemporary theories of globalisation and development and the differences that a gender perspective makes. A particular focus is on how globalisation

is associated with widening social, spatial, gender and racial inequalities, illustrated by case studies of global integration and uneven development. Specific reference is made to the global division of labour, employment, environmental change, carework and migration; contrasting and alternative models of development within neoliberalism are considered by reference to the development strategies of China and Latin America and their implications for social and gender equalities. The final session brings the issues raised in the first part of the course to a conclusion by reviewing change, continuity and risk in the contemporary globalised world, via a student-led poster session.
The second half of the course is concerned with theorising policies and practice in the field of gender and international development. The course outlines key contributions to the analysis of power within public policy making processes and examines feminist visions of social change which draw on ideas about capabilities, empowerment, citizenship and gender justice to engage with these policy processes. This is explored in greater detail through case studies of feminist struggles over recognition, redistribution and representation as they play out in relation to particular policy issues, namely violence against women, sexual and reproductive rights, microfinance, social protection, gender quotas and collective action.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT.
There will be a reading week in both terms in week 6 in line with departmental policy.

Formative coursework: Essay (1500 words) in the MT.

Indicative reading:

- Benería, L. Berik, G and Floro, M. (2015) Gender, Development and Globalization: Economics as if All people Mattered, London: Routledge. (2nd Edition).
- Chant, S. (ed.) (2010) International Handbook of Gender and Poverty: Concepts, Research, Policy, Cheltenham: Edward Elgar.
- Cook, S. and Kabeer, N. (2010) Social Protection as Development Strategy, London: Routledge.
- Cornwall, A.,Edstrom, J. and Greig, A. eds. (2011) Men and Development: Politicising Masculinities, London: Zed Books.
- Cornwall, A., Harrison, E. & Whitehead, A. (eds) (2007) Feminisms in Development: contradictions, contestations, and challenges, London: Zed Books.
- Devaki, J. and Elson, D. (2011) Harvesting Feminist Knowledge for Public Policy, IDRC, London: Sage
- Escobar, A. (2011) Encountering Development: The Making and Unmaking of the Third World, Princeton Princeton University Press
- Jaggar, A. (2014) Gender and Global Justice, Bristol: Polity
- Kabeer, N. (2001) The Power to Chose. Bangladeshi women and labour market decisions in London and Dhaka, London: Verso.
- Kabeer, N. (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders, London: Commonwealth Secretariat.
- Long, N., Jingzhong,Y., Yihuan,W. (2012) Rural transformations and development- China in context: the everyday lives of policies and people, Cheltenham: Edward Elgar.
- Marchand, M. and Runyan, A. (2011) Gender and Global Restructuring, second edition London: Routledge.
- Milanovic, B. (2016) Global Inequality: A New Approach for the Age of Globalization, Harvard: Harvard University Press
- Mirchandani, K. (2012) Phone Clones. Authenticity Work in the Transnational Service Economy, Ithaca: ILR Press.
- Ong, A. (2010) Spirits of Resistance and capitalist Discipline, 2nd Edition New York: Suny Press.
- Patel, R. (2010) Working the Night Shift. Women in India's Call Centres, Stanford: University Press.
- Perrons, D. (2004) Globalization and Social Change, London: Routledge.
- Visvanathan, N. et.al. (2012) The Women, Gender and Development Reader, London: Zed Books.
- Selwyn, B. (2014) The Global Development Crisis, Cambridge: Polity Press.
- Stiglitz, J. (2015) The Great Divide. Unequal Societies and What We Can Do About Them, London: Penguin.

In addition a range of institutional reports will be referred to including for example

- ILO (2015) World Employment and Social Outlook: The Changing Nature of Jobs, Available at: http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang--en/index.htm
- UNDP (2014) Gender Equality Strategy 2014-2017. Available at: http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/
- UNDP (2012) Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability. Available at: http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/
- UN Women (2015) Progress of the World's Women. Transforing Economies, Realizing Rights. Available at: http://progress.unwomen.org/en/2015/
- UNRISD (2015) UNRISD Classics, Volume II: Gendered Dimensions of Development. Available at: http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/1585F4AEF409C253C1257E2700652AA8?OpenDocument

[Note this is an edited collection of classic articles – take a look at these – you may find some on the reading list – but also see the recently written introduction by Silke Staab and Shahra Razavi]
World Bank (2012) World Development Report 2012: Gender Equality and Development. Available at: http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html

Assessment: Presentation (20%) in the MT.
Essay (30%, 2500 words) in the LT.
Essay (50%, 4000 words) in the ST.

GI409 Half Unit

Gender, Globalisation and Development: An Introduction

This information is for the 2017/18 session.

Teacher responsible: Dr Anouk Patel-Campillo (and other GI faculty), Tower 1.11.01M

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Gender, MSc in Gender (Research), MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Rights, MSc in Inequalities and Social Science and MSc in Women, Peace and Security. This course is available as an outside option to students on other programmes where regulations permit.
This course cannot be taken alongside GI407 Globalisation, Gender and Development.
This course will have limited numbers, but seminar allocation will be available across GI409 and GI407 where possible.

Course content: This course will provide students with a knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice.
The course considers contemporary theories of globalisation and development and the differences that a gender perspective makes. A particular focus is on how globalisation is associated with widening social, spatial, gender and racial inequalities, illustrated by case studies of global integration and uneven development. Specific reference is made to the global division of labour, employment, environmental change, carework and migration; contrasting and alternative models of development within

neoliberalism are considered by reference to the development strategies of China and Latin America and their implications for social and gender equalities. The final session brings the issues raised in the first part of the course to a conclusion by reviewing change, continuity and risk in the contemporary globalised world, via a student-led poster session.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Lectures in the MT will be 60 minutes, followed by 90 minute seminars.
There will be a reading week in week 6, in line with departmental policy.
Formative coursework: Essay (1500 words)
Indicative reading: Benería, L. Berik, G and Floro, M. (2015) Gender, Development and Globalization: Economics as if All people Mattered, London: Routledge. (2nd Edition). Devaki, J and Elson, D (2011) Harvesting Feminist Knowledge for Public Policy, IDRC, London: Sage. Escobar, A. (2011) Encountering Development: The Making and Unmaking of the Third World, Princeton Princeton University Press. Jaggar, A. (2014) Gender and Global Justice, Bristol: Polity. Long, N., Jingzhong,Y., Yihuan,W. (2012) Rural transformations and development- China in context: the everyday lives of policies and people, Cheltenham: Edward Elgar. Marchand, M. and Runyan, A. (2011) Gender and Global Restructuring, second edition London: Routledge. Milanovic, B. (2016) Global Inequality: A New Approach for the Age of Globalization, Harvard: Harvard University Pres. Mirchandani, K. (2012) Phone Clones. Authenticity Work in the Transnational Service Economy, Ithaca: ILR Press. Perrons, D. (2004) Globalization and Social Change, London: Routledge. Stiglitz, J. (2015) The Great Divide. Unequal Societies and What We Can Do About Them, London: Penguin. in addition a range of institutional reports will be referred to including for example:
- ILO (2015) World Employment and Social Outlook: The Changing Nature of Jobs, Available at: http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang--en/index.htm
- UNDP (2014) Gender Equality Strategy 2014-2017. Available at: http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/
- UNDP (2012) Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability. Available at: http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/
- UN Women (2015) Progress of the World's Women. Transforing Economies, Realizing Rights. Available at: http://progress.unwomen.org/en/2015/

World Bank (2012) World Development Report 2012: Gender Equality and Development. Available at:http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html
Assessment: Essay (80%, 2500 words) in the LT.
Presentation (20%) in the MT.

GI410 Half Unit

Screening the Present: contemporary cinema and cultural critique

This information is for the 2017/18 session.
Teacher responsible: Dr Sadie Wearing, Tower 1.11.01C
Availability: This course is available on the MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation and MSc in Gender, Media and Culture. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students need to have an awareness of and interest in contemporary cultural theory.
Course content: The aims of the course are to offer students the opportunity to critically explore contemporary international cinema as a site for the interrogation of contested contemporary social and political processes such as migration, globalisation and conflict. The course links cinematic representations to the preoccupations of contemporary cultural theory in relation to themes such as, colonial/postcolonial memory, neo liberalism and cultural dislocations, ethics and subjectivity, gendered migration and gendered violence. The course introduces students to a range of international film and will develop the critical tools for the analysis of both mainstream and marginal (or marginalised) cultural productions. It explores a range of critical and theoretical writing on film considering questions such as cinema as oppositional practice, the emergence of transnational cinema, questions of representation, global spectatorship and 'witnessing' and the affective dimensions of cinema. Indicative films are: Unknown Pleasures (dir. Jia Zhang-Ke), Persepolis (dir. Marjane Satrapi), Black Skin White Mask (dir. Isaac Julien), Waltz with Bashir (dir. Ari Folman), Cache (dir. Michael Haneke), The Road to Guantanamo (dir. Michael Winterberttom).
Teaching: 10 hours of lectures, 10 hours of seminars and 20 hours of classes in the LT.
Class is a compulsory film screening.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Essay (1500 words) including an element of film analysis in the LT.
Group Presentation as part of Class Conference held at the end of course LT. This session will take place in week 11 and will last the whole morning.
Indicative reading:
- Downing, L. and Saxton, L. (2010) Film and Ethics: foreclosed encounters.
- Marks, L. (2000), The Skin of the Film: intercultural cinema, embodiment and the senses.
- Wilson, R. and Dissanayake, W. (eds) (1996) Global/Local:cultural production and the transnational imaginary.
- Appadurai, A. (1986) Modernity at Large: cultural dimensions of globalization.
- Pines, J. and Wilemen, P. (eds) (1989) Questions of Third Cinema.
- Hamid, Naficy (ed) (1999) Home Exile Homeland: film, media and the politics of place.
- Sobchak, V. (1996) The Persistence of History: cinema, television and the modern event.
- Shohat, E. and Stam, R. (2003) Multiculturalism, Postcoloniality and Transnational Media.
- Gayatri, G. (2005) Impossible Desires: queer diasporas and South Asian public cultures.
- Ezra, E. and Rowden, T. (eds) (2005) Transnational Cinema: the film reader.
- Kaplan, A. (2005) Trauma Culture: the politics of terror and loss in media and literature.
- Martin, M. (1995) Cinemas of the Black Diaspora: diversity, dependence and oppositionality.
- Butler, J. (2009) Frames of War.
- Imre, A., Marciniak, K. and O'Healy, A. (eds.) (2007) Transnational Feminist Encounters in Film and Media.

Assessment: Essay (100%, 4000 words) in the ST.

GI411 Half Unit

Gender, Postcoloniality, Development: Critical Perspectives and New Directions

This information is for the 2017/18 session.
Teacher responsible: Dr Sumi Madhok Tower 1, 11.01N.
Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Empires, Colonialism and Globalisation, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities and MSc in Women, Peace and Security. This course is available with permission

as an outside option to students on other programmes where regulations permit.
Pre-requisites: While there are no specific requirements, it is preferred that students have a background in social science or the humanities.
Course content: The aim of this course is to introduce students to the growing body of scholarship that critically interrogates gender and developmentalism at various postcolonial sites. It provides an opportunity for students to encounter and engage with canonical works within postcolonial theory alongside those of gender and feminist theory in order to examine the historical and contemporary policy and practices in relation to gender and development. As such, the course combines a study of the historical/textual/cultural/political and philosophical in relation to and alongside the political-economic in order to explore questions of developmentalism, subalternity, orientalism, representation, agency, neoliberalism, globalisation, human rights and humanitarianism. Finally, the course also introduces students to new directions in contemporary theoretical thinking that are either explicit critiques of postcolonial scholarship, i.e. texts such as 'Empire' and 'Ethics' or are critical engagements and even critical extensions of postcolonial thinking into new directions e.g. Transnationalism.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. In line with departmental policy, there is a reading week in week 6.
Formative coursework: Essay (1500 words) to be presented in a workshop.
Indicative reading:

- Mohanty, Chandra Talpade. (2003) Feminism Without Borders: Decolonizing Theory, Practising Solidarity, Duke University Press, Durham
- Bhabha, Homi, Location of Culture (1994) Routledge, London: New York
- Escobar, Arturo, (1995) Encountering Development: The Making and Unmaking of the Third World, Princeton, N.J, Princeton University Press
- Kapoor, Ilan, (2008) The Postcolonial Politics of Development, Routledge, London: New York; Mignolo, Walter, (2000), Local Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking, Princeton University Press, Princeton, N.J;
- Said, Edward. (1985, 1995) 'Orientalism', Penguin, Harmondsworth;;
- Spivak, Gayatri. Chakravorty (1999) A Critique of Postcolonial Reason, Harvard University Press.
- Grewal, Inderpal and Caren Kaplan (1994) Scattered Hegemonies
- Mbembe, Achille 'Postcolony', University of California Press, Berkeley.
- Comaroff, Jean and John L. Comaroff (2012) Theory From the South', Paradigm, Boulder, London.
- Butler, Judith and Athena Athanasiou (2013) Dispossession: The Performative in the Political, Polity.
- Lughod, Lila Abu. Do Muslim Women Need Saving (2013) Harvard University Press.

Assessment: Essay (100%, 4000 words) in the LT.

GI413 Half Unit
Gender and Militarisation

This information is for the 2017/18 session.
Teacher responsible: Dr Marsha Henry Tower 2.10.01E
Availability: This course is compulsory on the MSc in Women, Peace and Security. This course is available on the MSc in Conflict Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research) and MSc in International Relations Theory. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course will provide students with an overview of militarisation and its gendered basis and effects. Students will be introduced to social critiques of militarisation; the concept of militarised masculinities; different gendered experiences of conflict, violence and war; 'diversity' issues within a variety of national militaries; representations of gender and terror; peacekeeping; and the politics of peace and anti-militarism activities.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. There will be a reading week in week 6 in line with departmental policy.
Formative coursework: Essay (1500 words) in the MT and Blog post (250 words) in the MT.
Indicative reading: Cockburn, C. (2012) Anti-militarism: political and gender dynamics of peace movements, Palgrave. Sjoberg, L., and S. Via, eds. (2010) Gender, war, and militarism: Feminist perspectives. New York: Praeger Security International Lorentzen, L.A. and Turpin, J. (eds.) (1998) The Women and War Reader, New York University Press. Zillah Eisenstein. (2007). Sexual Decoys: Gender, Race, and War in Imperial Democracy. London, UK: Zed Books. Cynthia Enloe. (2000). Maneuvers: The International Politics of Militarizing Women's Lives. Berkeley, CA: University of California Press. Robin Riley and Naeem Inayatullah. (2006). Interrogating Imperialism: Conversations on Gender, Race, and War. New York, NY: Palgrave Macmillan.
Assessment: Project (100%, 4000 words) in the LT.
This will be an essay-diary.

GI414 Half Unit
Theorising Gender and Social Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Ania Plomien, Tower 1.11.01F
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Gender, Policy and Inequalities, MSc in Health and International Development, MSc in Population and Development, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course aims to equip students with the knowledge and theoretical tools that will allow them to critically engage with social policy issues and debates. It begins with an overview of theoretical explanations for the structure and evolution of social policies in a wide range of settings. Feminist perspectives on welfare are explored, while notions of justice, citizenship and inequality are applied as analytic tools to critically examine social policy issues such as micro-credit, conditional cash transfers (CCT), parental leave policies, among others. The use of gender as a category of analysis is examined and attention is paid to the potentially modifying effects of categories such as race and class. Policy-making and political institutions are analysed, in part, to illustrate how assumptions (or aspirations) about gender roles and the form, function and responsibilities of the family are reflected in the framing, design, and evaluation of policies. The course also explores the gendered impact of socio-economic processes on labour market opportunities and inequalities in access to economic resources.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. There will be a reading week in week 6, in line with departmental policy.
Formative coursework: Group work: Students will be asked to work as part of a group to discuss papers and prepare material (presentations, assessments of papers, answers to questions) in preparation for seminars.
Indicative reading: C L Bacchi, Analysing Policy: What's the Problem Represented to Be?, 2009; D Beland and R Mahon,

Advanced Introduction to Social Policy, 2016; M Daly, Welfare, 2011; M Daly & K Rake, Gender and the Welfare State: Care, Work, and Welfare in Europe, 2003; N Folbre, Valuing Children: Rethinking the Economics of the Family, 2008; J Hearn, E H Oleksy & D Golanska, The Limits of Gendered Citizenship: Contexts and Contradictions, 2010. M R A Lister, F Anttonen, A Bussemaker, and J Gerhard, Gendering Citizenship in Western Europe, Policy Press, 2007; R Mahon and F Robinson (Eds), The Global Political Economy of Care: Integrating Ethics and Social Politics, 2011; M Nussbaum, Creating Capabilities: The Human Development Approach, 2011; E Ruspini, J Hearn, B Pease, and K Pringle (Eds), Men and Masculinities Around the World: Transforming Men's Practices, 2011.
Assessment: Essay (100%, 4000 words) in the LT.

GI415 Half Unit
Gender and European Welfare States

This information is for the 2017/18 session.
Teacher responsible: Dr Ania Plomien, Tower 1.11.01F
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Gender, Policy and Inequalities, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Research Methods, MSc in Women, Peace and Security and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course investigates the different ways in which gender is incorporated into national welfare states and the impact of national structures on the patterns and prevalences of gender inequalities. The course covers the theory and methodology of comparative studies and their applicability to the analysis of gender, especially how well existing typologies of welfare states fare when gender is the focus of analysis, and analyses the role of the European Union in the development of gendered policies and outcomes in EU countries. A number of key patterns of inequality and policy areas will be studied, including: the organisation of caring services; migration; family policy; provisions for lone parents; the labour market and labour market policies; the practices and roles of men, especially regarding fatherhood; and fertility and aging. In looking at these areas students will be encouraged to contrast approaches of different welfare systems and consider the particularism of national approaches.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. There will be a reading week in week 6 in line with departmental policy.
Formative coursework: Students will be asked to prepare seminar facilitation activities in group work and submit an essay (2000 words) due in the LT.
Indicative reading:
- G. Abels and J. M. Mushaben (2012) Gendering the European Union.
- nderson, (2015) Social Policy in the European Union.
- R. Crompton et al. (2007) Women, Men, Work and Family in Europe.
- H. M. Dahl et al. (eds) (2011) Europeanization, Care and Gender: Global Complexities.
- M. Daly and K. Rake, (2003) Gender and the Welfare State.
- G. Esping-Andersen (2009) The Incomplete Revolution: Adapting to Women's New Roles.
- J. Gornick and M. Meyers (2003) Families that Work.
- J. Kantola (2010) Gender and the European Union.
- R. Lister (2003) Citizenship: Feminist Perspectives, 2nd ed.
- J. Lewis (2009) Work-Family Balance, Gender and Policy.

Assessment: Essay (100%, 4000 words) in the ST.

GI417 Half Unit Not available in 2017/18
Gender, Population, and Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Wendy Sigle COL5.01I
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Population Health, MSc in Health and International Development, MSc in Health, Community and Development, MSc in Population and Development, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Social Policy and Planning) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Students on the MSc in Gender Policy and Inequalities degree must take either GI414 OR GI417
Course content: Although population change cannot be described, understood, or responded to without taking into account the wider -- and profoundly gendered -- social, political and economic context, gender theory has had relatively limited impact on the development and direction of demographic research. This course explores the implications both theoretically and practically. Examining the complex inter-relationship between population issues and policy, students will develop an appreciation of the potential contribution and impact that a feminist and gendered perspective has to offer. It will also explore the ways that feminists can use demographic tools and research to redress social and gender injustices.
Teaching: 30 hours of workshops in the MT. 3 hours of workshops in the ST.
There will be a reading week in week 6 in line with department policy.
Formative coursework: Students will be asked to produce 1- 2 rapporteur reports or peer reviews summarising and reflecting on the learning outcomes in the workshop. These should be uploaded to Moodle within a week of the session. In addition, students are asked to produce a 1,500 word essay which should include a self-assessment form attached as a coversheet. The deadline for this essay is the first week of LT.
Indicative reading: Eberhardt, P., & Schwenken, H. (2010). Gender Knowledge in Migration Studies and in Practice. Gender Knowledge and Knowledge Networks in International Political Economy, 94. Greenhalgh, S. (2012), On the Crafting of Population Knowledge. Population and Development Review, 38(1): 121–131. Intemann, K. (2010). Twenty-five years of feminist empiricism and standpoint theory: Where are we now? Hypatia: A Journal of Feminist Philosophy 25(4): 778-796. Riley, N.E. and McCarthy, J. (2003) Demography in the Age of the Postmodern. Cambridge: Cambridge University Press.Thornton, A. (2001). The developmental paradigm, reading history sideways, and family change. Demography 38(4): 449-465. Watkins, S.C. (1993). If all we knew about women was what we read in Demography, what would we know? Demography 30(4): 551-577.
Assessment: Essay (100%, 4000 words) in the ST.
The production of a 4000 word essay, a 1000 word peer review report and a 500 word revision memo (100%) in the ST

GI418 Half Unit
Feminist Economics and Policy: An Introduction

This information is for the 2017/18 session.
Teacher responsible: Prof Diane Perrons (Tower 1.11.01G), Dr Ania Plomien and Prof Naila Kabeer.
Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Resources

and Organisations (International Employment Relations and Human Resource Management) and MSc in Social Policy and Development. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: The course is run by the Department of Gender Studies – an interdisciplinary department. One of the key objectives is to bring a multi-perspectival approach to understanding of economic processes. As economic processes have a profound influence on social life, gender relations and gender equality, and vice versa, this course seeks to expose students interested in gender to the work of Feminist Economists. An interest in gender issues is essential and undergraduate level course in economics would be an advantage.
Course content: Recent decades have seen the emergence of gender equality as a key policy concern and Feminist Economics as a sub discipline. The purpose of the course is to engage with the theoretical foundations and intellectual contributions of Feminist Economics and consider how these ideas have been used to provide analytical understandings of gender issues with respect to economic processes and policies operating at macro and micro levels. At the macro level, the course explores the implications of contemporary economic and financial governance from a gender perspective, the gender bias in macroeconomic analyses, and the gendered impact of contemporary austerity policies. At the micro level, the course analyses the gender dynamics of labour market and household inequalities, engages with the economic foundations and explanations of gender inequality within employment and within the household, focusing on wage and productivity differences and the gender division between 'productive' and 'reproductive' work. Attention to gender as economically significant marker of identity is contextualised, where possible, in relation to race, social class, sexuality and migrant status. Attention is also given to the way in which individual well-being is influenced by the level of development and transnational trade relations. Accordingly, the course seeks to bridge the macro-micro divide by drawing together the gendered critique of existing biases in economic thinking and to provide an analytical foundation for alternative approaches to policies that aim to contribute towards securing sustainable development and gender-equitable well-being.
Teaching: 14 hours of lectures, 12 hours of seminars and 12 hours of workshops in the LT. 2 hours of workshops in the ST.
In certain weeks the lectures and seminars will be integrated.
There will be a reading week in week 6 in line with departmental policy.
Formative coursework: Essay (2000 words) in the LT.
Indicative reading:

- Bargawi, H., Cozzi, G and Himmelweit, R. (2017) Economics and Austerity in Europe Gendered impacts and sustainable alternatives.
- Berik,G., Rodgers,Y. and Seguino S. (2011) Inequality, Development, and Growth.
- Ferber, M. and Nelson, J. (2003) Feminist Economics Today Beyond Economic Man: Feminist Theory and Economics.
- Folbre, N. (2009) Greed, Lust and Gender: A History of Economic Ideas.
- Folbre, N. and Bittman, M. (2004) Family Time: The Social Organization of Care.
- Karamessini,M and Rubery, J. (2014) Women and Austerity The Economic Crisis and the Future for Gender Equality.
- Nelson, J. (2006) Economics for Humans.
- Nussbaum, M (2011) Creating Capabilities: The Human Development Approach.
- Pearson, R. (2013) Women, Work and Gender Justice in the Global Economy.
- Pujol, M. (1992) Feminism and Anti-Feminism in Early Economic Thought.
- Sen, A (2010) The Idea of Justice.
- Staveren,I, Elson, D.,Grown, C and Cagatay, N (2007) The Feminist Economics of Trade.
- Young, B., Bakker,I. and Elson, D. (2011) Questioning Financial Governance from a Feminist Perspective.

Assessment: Essay (80%, 4000 words) in the ST.
Presentation (20%) in the LT.

GI420 Half Unit

Globalisation, Gender and Development: Theorising Policy and Practice

This information is for the 2017/18 session.
Teacher responsible: Prof Naila Kabeer CON.7.13
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Rights, MSc in Urban Policy (LSE and Sciences Po) and MSc in Women, Peace and Security. This course is available as an outside option to students on other programmes where regulations permit.
This course cannot be taken alongside GI407 Globalisation, Gender and Development.
There will be limited availability on this course - 34 places.
Course content: This course is concerned with theorising policies and practice in the field of gender and international development. The course outlines key contributions to the analysis of power within public policy making processes and examines feminist visions of social change which draw on ideas about capabilities, empowerment, citizenship and gender justice to engage with these policy processes. This is explored in greater detail through case studies of feminist struggles over recognition, redistribution and representation as they play out in relation to particular policy issues, namely violence against women, sexual and reproductive rights, microfinance, social protection, gender quotas and collective action.
Teaching: 15 hours of lectures and 10 hours of seminars in the LT. Lectures will be 60 minutes as before followed by 90 minute seminars.
There will be a reading week in week 6 in line with departmental policy.
Formative coursework: One essay of 1500 words to be handed in midway through the LT.
Indicative reading:

- Benería, L. Berik, G and Floro, M. (2015) Gender, Development and Globalization: Economics as if All people Mattered, London: Routledge. (2nd Edition).
- Chant, S. (ed.) (2010) International Handbook of Gender and Poverty: Concepts, Research, Policy, Cheltenham: Edward Elgar.
- Cook, S. and Kabeer, N. (2010) Social Protection as Development Strategy, London: Routledge.
- Cornwall, A.,Edstrom, J. and Greig, A. eds. (2011) Men and Development: Politicising Masculinities, London: Zed Books.
- Cornwall, A., Harrison, E. & Whitehead, A. (eds) (2007) Feminisms in Development: contradictions, contestations, and challenges, London: Zed Books.
- Devaki, J. and Elson, D. (2011) Harvesting Feminist Knowledge for Public Policy, IDRC, London: Sage
- Escobar, A. (2011) Encountering Development: The Making and Unmaking of the Third World, Princeton Princeton University Press
- Jaggar, A. (2014) Gender and Global Justice, Bristol: Polity
- Kabeer, N. (2001) The Power to Chose. Bangladeshi women and labour market decisions in London and Dhaka, London: Verso.
- Kabeer, N. (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders, London: Commonwealth Secretariat.
- Long, N., Jingzhong,Y., Yihuan,W. (2012) Rural transformations and development- China in context: the everyday lives of policies and people, Cheltenham: Edward Elgar.
- Marchand, M. and Runyan, A. (2011) Gender and Global

Restructuring, second edition London: Routledge.
- Milanovic, B. (2016) Global Inequality: A New Approach for the Age of Globalization, Harvard: Harvard University Press
- Mirchandani, K. (2012) Phone Clones. Authenticity Work in the Transnational Service Economy, Ithaca: ILR Press.
- Ong, A. (2010) Spirits of Resistance and capitalist Discipline, 2nd Edition New York: Suny Press.
- Patel, R. (2010) Working the Night Shift. Women in India's Call Centres, Stanford: University Press.
- Perrons, D. (2004) Globalization and Social Change, London: Routledge.
- Visvanathan, N. et.al. (2012) The Women, Gender and Development Reader, London: Zed Books.
- Selwyn, B. (2014) The Global Development Crisis, Cambridge: Polity Press.
- Stiglitz, J. (2015) The Great Divide. Unequal Societies and What We Can Do About Them, London: Penguin.

In addition a range of institutional reports will be referred to including for example
- ILO (2015) World Employment and Social Outlook: The Changing Nature of Jobs, Available at: http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang--en/index.htm
- UNDP (2014) Gender Equality Strategy 2014-2017. Available at: http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/
- UNDP (2012) Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability. Available at: http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/
- UN Women (2015) Progress of the World's Women. Transforing Economies, Realizing Rights. Available at: http://progress.unwomen.org/en/2015/
- UNRISD (2015) UNRISD Classics, Volume II: Gendered Dimensions of Development. Available at: http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/1585F4AEF409C253C1257E2700652AA8?OpenDocument

[Note this is an edited collection of classic articles – take a look at these – you may find some on the reading list – but also see the recently written introduction by Silke Staab and Shahra Razavi]
World Bank (2012) World Development Report 2012: Gender Equality and Development.

Assessment: Essay (100%, 4000 words) in the ST.

GI421 Half Unit
Sexuality, Gender and Culture

This information is for the 2017/18 session.
Teacher responsible: Prof Clare Hemmings Tower 1.11.01J
Availability: This course is available on the MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Global Politics, MSc in Human Rights and MSc in Media and Communications. This course is available as an outside option to students on other programmes where regulations permit.
Course content: 'Sexuality, Gender and Culture', introduces students to historical and theoretical components of the field, and explores case studies of the development of sexual cultures, identities and social movements from the late 19th century to the present. The course provides theoretical foundations in this area through a case-study based approach. Indicative topics include: colonialism and sexuality, sexualisation of culture; transformation of intimacy; abortion and migration; transgender studies and bisexuality; queer theory and social movements. The course is interdisciplinary and demands a high level of student participation, but does not require a background in the field. It is also available as a first half of a full unit 'Sexuality, Gender and Globalisation'.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. seminars come before lectures
Formative coursework: One 1500 word critical analysis to be submitted at the end of week 5 and an essay outline to be submitted at the end of week 9 (for written feedback and discussion in office hours).
Indicative reading: M.Jacqui Alexander (1994) 'Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trindad and Tobago and the Bahamas', Feminist Review. 48: 5-23. Mark Blasius and Shane Phelan (1997) We Are Everywhere: a Historical Sourcebook in Gay and Lesbian Politics (New York: Routledge). Michel Foucault (1978) History of Sexuality: Vol 1 (New York: Pantheon). Rosemary Hennessy (2000) Profit and Pleasure: Sexual Identities in Late Capitalism (New York: Routledge); Audre Lorde (1978 in 1993) 'The uses of the erotic: the erotic as power' in The Lesbian and Gay Studies Reader (London: Routledge). Eithne Luibheid (2011) 'Nationalist Heterosexuality, Migrant (Il)legality, and Irish Citizenship Law: Queering the Connections', South Atlantic Quarterly 110. 1: 179-204. Gayle Rubin (1984) 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality', The Lesbian and Gay Studies Reader, eds Abelove and Halperin (Routledge, 1993), pp. 3-44. Laura Ann Stoler (1995) Race and the Education of Desire (Durham: Duke University Press);
Assessment: Essay (100%, 4000 words) in the LT.
assessment is due at the beginning of LT.
This is to alert students to the actual timing of the assessment.

GI422
Sexuality, Gender and Globalisation

This information is for the 2017/18 session.
Teacher responsible: Prof Clare Hemmings Tower 1.11.01J
Availability: This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Global Media and Communications (LSE and Fudan), MSc in Global Politics, MSc in Health, Community and Development, MSc in Human Rights, MSc in International Migration and Public Policy, MSc in Women, Peace and Security and Master of Laws. This course is available as an outside option to students on other programmes where regulations permit.
Course content: 'Sexuality, Gender and Globalisation' takes a case-study approach to questions of sexuality, gender and culture (in the first term) and to sexuality in the contexts of globalization (in the second). The full unit considers a variety of ways in which sexuality is central to any understanding of the social world. It is an interdisciplinary course within which feminist and critical race perspectives are used to interpret particular sexual phenomena and contexts – rights, citizenship, fertility, representation, kinship, asylum and technology, for example. . The course will allow a thorough grounding in sexuality and gender studies and includes a high element of student participation. Although it is interdisciplinary, it does not have a pre-requisite.
Teaching: 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 20 hours of classes in the LT.
Formative coursework: One 2500 word critical analysis to be submitted at the beginning of week 8 (MT); submission of draft abstract for conference presentation by the beginning of week 6 (LT).
Indicative reading: Jacqui Alexander (2006) Gay Tourism: Culture and Context (Binghamton, NY:Haworth Press). Sonia Correa et al (2008) Sexuality, Health & Human Rights (New York: Routledge). David L Eng (2008) 'Transnational Adoption and Global Woman', Studies in Gender and Sexuality 7. 1: 49-59. Kamala Kempadoo (2004) Sexing the Caribbean: Gender, Race and Sexual Labour (New York: Routledge). Eithne Luibheid (2006) 'Sexual Regimes and Migration Controls: Reproducing the Irish Nation-State in Transnational Contexts', Feminist Review, 83: 60-78. Jasbir Puar (2007) Terrorist Assemblages: Homonationalism in Queer Times (Durham: Duke UP); Mitra Rastegar (2013) 'Emotional Attachments

and Secular Imaginings: Western LGBTQ Activism on Iran', GLQ 19. 1: 1-29. Diane Richardson (2000) 'Constructing Sexual Citizenship, Theorising Sexual Rights', Critical Social Policy 20. 1: 105-135. Laura Ann Stoler (1995) Race and the Education of Desire (Durham: Duke University Press);
Assessment: Essay (70%, 5000 words) in the ST.
Presentation (30%) in the LT.
The presentation, which will be given at a student conference, includes the submission of a 300-500-word abstract.

GI423 Half Unit
Globalisation and Sexuality

This information is for the 2017/18 session.
Teacher responsible: Prof Clare Hemmings Tower 1.11.01J
Availability: This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Rights and MSc in Women, Peace and Security. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students wanting to take GI423 but who are not part of a listed degree programme should provide a statement about their reasons for wanting to follow the course. This should include background in sexuality or gender studies, areas of related interest and experience, or other conceptual or theoretical grounding that might be relevant. GI423 is an interdisciplinary course with a high theory content.
Course content: 'Globalisation and Sexuality' explores the importance of sexuality for global politics and society. Starting from the assumption that 'sexuality matters' in today's globalised world, the course considers histories, theories and contexts within which the role of sexuality is pivotal. Since sexual identities, rights and health are central to citizenship and to how nations and states relate to one another contemporarily, this course combines theory and case study to think through how as well as why sexuality has become so important. Students will be introduced to theories of sexual citizenship and rights, homonationalism and homophobia, affect and fantasy, sexuality and labour, and use these to explore topics such as sex tourism, lesbian and gay asylum, abortion, sexual violence and sexual cultures globally. The course is interdisciplinary and takes a transnational approach to sexuality and globalisation. Students will join existing students taking the full unit GI422 for lectures, but may have separate seminars.
Teaching: 15 hours of lectures and 10 hours of classes in the LT. Seminars precede lectures on the same day.
Formative coursework: An abstract of the student essay (up to 300 words) submitted on Friday of week 5, with written feedback; a detailed outline (up to 2000 words) of the essay to be submitted by Monday of week 9, with written and in person feedback in office hours before the end of term.
Indicative reading: Jacqui Alexander (2006) Gay Tourism: Culture and Context (Binghamton, NY: Haworth Press). Rutvica Andrijasevic (2014) 'The Figure of the Trafficked Victim: Gender, Rights and Representation', The Handbook of Feminist Theory (London: Sage), pp. 359-373. Sonia Corrêa et al (2008) Sexuality, Health and Human Rights (New York: Routledge), Paisley Currah, Richard Juang and Shannon Minter (2006) Transgender Rights (University of Minnesota Press). Angela Davis (1981) 'Racism, Birth Control and Reproductive Rights', Women, Race and Class (New York: Vintage Books), pp. 202-221. Fatima El-Tayeb (2012) '"Gays Who Cannot Properly be Gay": Queer Muslims in the Neoliberal European City', European Journal of Women's Studies 19.2: 79-95. Jasbir Puar (2007) Terrorist Assemblages: Homonationalism in Queer Times (Durham: Duke UP); Laura Ann Stoler (1995) Race and the Education of Desire (Durham: Duke University Press);
Assessment: Essay (100%, 4000 words) in the ST.
Final essay due Monday week 1 of summer term

GI424 Half Unit
Gender Theories in the Modern World: An Interdisciplinary Approach

This information is for the 2017/18 session.
Teacher responsible: Dr Sadie Wearing, Tower 1.11.01C
Availability: This course is compulsory on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture and MSc in Gender, Policy and Inequalities. This course is available on the MSc in Development Studies and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course aims to enable students to: become familiar with the fullest range of gender theories with particular attention to the intersections of gender, sexuality and race; develop a critical appreciation of these different theories of gender; use gender theories to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; use the analysis of gender relations as a basis for case study evaluation and research.
It is a half unit course which runs for 15 weeks. It begins with a review of the formative influences on the development of gender theory, including the sex/gender distinction, race and intersectionality, economics and production/reproduction, theories of difference and the implications for analysis of a variety of sites including political representation, psychoanalysis and its impact on considering aspects of the social. The course extends these foundations by providing further grounding in questions of structure and agency, sexualities, masculinities and rights. The course considers the impact of gender analysis on key areas of social science investigation, and develops these with particular attention to location, ethics and the importance of global and transnational dimensions. Our expectation is that this course provides a thorough grounding for work across all other courses and for the dissertation module.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 7 hours and 30 minutes of lectures and 7 hours and 30 minutes of seminars in the LT.
The course is taught in 15 x one-and-a-half hour sessions, plus 15 x one-and-a-half-hour seminars. It is divided into blocks of related lectures and linked seminars.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Take home exam to be written during the first term.
Indicative reading: Ahmed S, Living a Feminist Life, Duke University Press, Durham (2017).
Benería, L. Gender, Development & Globalisation. Economics As If All People Mattered. (2003) London & NY: Routledge; Butler, J Gender Trouble, Routledge, New York & London (1999); Butler J, the Psychic Life of Power, Stanford University Press, Stanford, (1997). Eadie,J (ed) Sexuality. The Essential Glossary (2004); Evans et al, The Sage Handbook of Feminist Theory Sage, London (2015). Evans M and Williams C, Gender: The Key Concepts, Routledge, London, (2012). Foucault M The History of Sexuality Vol 1 Penguin, Houndsmills (1990). Hill Collins P and Bilge S, Intersectionality, Polity, London (2016). Medhurst, A and S Munt Lesbian and Gay Studies: A Critical Introduction (1997) Cassell; Mohanty C, Feminism without Borders Decolonizing Theory, Practicing Solidarity, Duke University Press, Durham (2003)
Assessment: Other (100%) in the LT.
Fixed period timed assessment.

GI425 Half Unit
Women, Peace and Security

This information is for the 2017/18 session.
Teacher responsible: Prof Christine Chinkin WPS
Dr Aisling Swaine, Tower 2.10.01F
Availability: This course is compulsory on the MSc in Women, Peace and Security. This course is available on the MSc in Conflict Studies, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course provides a critical examination of peace and security issues affecting women in conflict and postconflict contexts. In particular, the course focuses on the UN Women, Peace and Security (WPS) agenda, originating in the UN Security Council Resolution 1325 (2000) through to subsequent resolutions addressing issues of participation, protection, prevention and peacebuilding, especially in regard to women. The course examines a range of these issues through a gender and feminist lens.
Topics include: the socio-legal context of Women, Peace and Security; definitions and scope of gender-based and sexual violence in conflict; the history of Women, Peace and Security laws and policies; sexual violence, combating impunity and addressing accountability; peace processes and women's participation; gender, peacekeeping and humanitarian assistance; women, war and security: civil society and WPS; and evaluation of a range of different critiques of the Women, Peace and Security agenda.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT.
Students will have a reading week in Week 6 in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Buss, D., Lebert, J., Rutherford, B., Sharkey, D., & Aginam, O. (Eds) (2014) Sexual Violence in Conflict and Post-Conflict Societies: International Agendas and African Contexts, Routledge; Cohn, C. (Eds) (2013) Women and Wars, Polity Press; Olonisakin, F., Barnes, K., & Ikpe, E. (Eds) (2010) Women, Peace and Security: Translating Policy into Practice, Routledge; Otto, D. and Heathcote, G. (Eds) (2014) Rethinking Peacekeeping, Gender Equality and Collective Security: An Introduction, Routledge; Global Study on Preventing Conflict, Transforming Justice, Securing Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325.
Assessment: Essay (100%, 4000 words) in the LT.
Summative assessment to be submitted in the first week of LT.

GI426 Half Unit
Gender and Human Rights

This information is for the 2017/18 session.
Teacher responsible: Dr Sumi Madhok COL.11.01N
Availability: This course is compulsory on the MSc in Women, Peace and Security. This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in International Relations, MSc in International Relations (Research), MSc in International Relations Theory and Master of Laws. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A background in the Humanities and/or the Social Sciences.
Course content: This course will provide the students with a transnational gender perspective on contemporary theories and practices of rights/human rights and humanitarianism. It brings together different sets of scholarship: gender theories, queer and postcolonial scholarship, theoretical perspectives on human rights along side with legal and policy perspectives - and will be of interest to students wanting to study the question of human rights in an interdisciplinary manner but also one that is crucially sutured to the question of gender. Consequently, the course will introduce students to several key theorists: Hannah Arendt, Girogio Agamben, Jacques Rancierre, Gayatri Spivak, Judith Butler, Christine Chinkin, Catherine MacKinnon, Wendy Brown among others while drawing attention to the evolution and working of international legal frameworks for securing women's rights and other marginal groups. The course will pay special attention to the struggles over 'humanity' and 'civilisation' as well as to tensions between citizenship rights (now thought in terms of global citizenship.) and human rights, and the transformation of the former in the light of the latter. It will also focus on feminist demands and struggles over rights such as those to sexuality, sexual rights, bodily rights, culture and citizenship; entitlements to material resources; to gendered protections in conflict, peacekeeping and war; and to vulnerability and precarity under neoliberal economic and political regimes.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Review of a key theorist that students have read on the course.
Weekly Learning Diary.
Indicative reading: Essential readings:
Abu Lughod, L. (2013) 'Do Muslim Women Need Saving', Harvard University Press. Agamben, Giorgio. Homo sacer: Sovereign power and bare life. Stanford University Press, 1998. Arendt, Hannah. The Origins of Totalitarianism. Houghton Mifflin Harcourt, 1973. Balibar, Étienne. Equaliberty: Political Essays. Duke University Press, 2014. Butler, Judith, and Athena Athanasiou. Dispossession: The performative in the political. John Wiley & Sons, 2013. Douzina, C and Connor Gearty. (2014) 'The Meanings of Rights', Cambridge University Press. Fassin, D. (2012) 'Humanitarian Reason', Harvard University Press. Freeman, M, C. Chinkin and B. Rudolf eds. (2012) The UN Convention on the Elimination of All Forms of Discrimination against Women : A Commentary, Oxford University Press. Moyn, Samuel (2010) 'The Last Utopia', Columbia University Press. Sonia Correa, Rosalind Petchesky and Richard Parker (eds.) Sexuality, Health and Human Rights (New York: Routledge, 2008). Richardson Diane, "Constructing Sexual Citizenship, Theorising Sexual Rights", in J. Shaw and I. Stiks, ed. The International Library of Essays on Rights: Citizenship Rights. London, UK: Ashgate, 2013. Recommended readings:
Feldman, Ilana, and Miriam Ticktin. (2010) 'In the name of humanity: the government of threat and care'. Duke University Press. Brown Wendy (2015) 'Undoing the Demos'. Chatterjee, P. (2004) 'Politics of the Governed'.
Assessment: Essay (100%, 4000 words) in the ST.
One essay (4000 words) to be submitted in week 3 of ST, 7th May.

GI427 Half Unit
Advanced Issues in Women, Peace and Security

This information is for the 2017/18 session.
Teacher responsible: Dr Aisling Swaine, Tower 2.10.01F
Availability: This course is compulsory on the MSc in Women, Peace and Security. This course is not available as an outside option.
This course is for MSc in Women, Peace and Security students only. Students registered on other programmes are welcome to apply for GI425 Women, Peace and Security, where programme regulations and capacity allows.
Pre-requisites: Students must have completed Women, Peace and Security (GI425).
Registered on MSc in Women, Peace and Security programme, and

completion of GI425 Women, Peace and Security.
Course content: Advanced Issues in Women, Peace and Security will provide an in-depth examination of peace and security issues affecting women in a global world. The course will further explore all four pillars of the UN women peace and security agenda and specifically consider areas not covered in the prerequisite (GI425) course, including: root causes and structural and cultural forms of violence; inequalities; discrimination against vulnerable groups; the role of men and boys; gender balance and gender mainstreaming in peacekeeping; displacement and migration; and contemporary issues in transformative justice.
Throughout the course students will also critically consider current issues and debates and the political and legal nature and context of the global women, peace and security agenda.
Teaching: 20 hours of seminars in the LT.
The seminars will use an integrated lecture/seminar structure.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.
Abstract and Essay – students will submit a formative essay of 1500 words critically evaluating a text of their choice that they read during the prerequisite core course (GI425). This formative work builds skills and allows for feedback concerning the level of writing, argument and use of sources at MSc level.
During week 5, students will submit draft abstracts of 300 words outlining the substance of a workshop presentation, and will use the feedback to prepare for the workshop at the end of term.
Throughout the course, students will be introduced to a range of different approaches to seminar participation and facilitation and will be given short seminar tasks to complete with peers as routine.
Central LSE resources and facilities will be made available, such as a dedicated session organised in conjunction with colleagues at LSE LIFE to help students develop the skills to plan the content and structure and delivery of their workshop presentation.
Indicative reading: 'The Women and War Reader', eds Lois Ann Lorentzen and Jennifer E. Turpin (NYU Press, 1998). 'The Futures of Women, Peace and Security', special issue of International Affairs, eds Paul Kirby and Laura J. Shepherd (Vol. 92, No. 2, March 2016). 'Oxford Handbook of Gender and Conflict', eds Dina Hayes, Naomi Cahn, Fionnuoula Ni Aoláin & Nahla Valji, Oxford University Press (forthcoming, 2016). 'Oxford Handbook on Women, Peace and Security' eds Jacqui True and Sara Davies (forthcoming, 2017). 'Peacexploitation? Interrogating Labor Hierarchies and Global Sisterhood Among Indian and Uruguayan Female Peacekeepers' Henry, M. (2012) Globalizations, Volume 9, Issue 1. 'Exposing the gender myth of post conflict transition: the transformative power of economic and social rights' Christine Chinkin and Madeleine Rees, NYU Journal of International Law and Politics (2016)
Assessment: Essay (50%, 3000 words) in the ST.
Presentation (50%) in the LT.
Students will present at a full day workshop at the end of term. Students will be organised into panels and present to the full group (GI427 students and also other invited students and faculty, and members of the Centre for Women, Peace and Security) and respond to questions from the floor.
Students' overall performance in relation to the workshop (final abstract, delivered at week 9; presentation; and response to input, questions and discussion with peers and tutors, -altogether around the equivalent of 2,000 words) will form 50% of the grade.
A 3000-word essay, emerging out of students' individual work preparing for their presentation and building on the input and discussion with peers and tutors, will be due on the first day of the following term and is worth 50% of the grade.
Students will work on presentation and essay topics of their choice, as approved by course convenor early in term.
Two members of faculty will evaluate all parts of the assessment, criteria for which will be published on Moodle.
The workshop will be filmed, for the instruction and encouragement of future cohorts. With permission, some presentations may be used to publically profile the work of Centre for Women, Peace and Security students.

GI428 Half Unit
Bodies, Culture and Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Leticia Ines Alexandre Sabsay Tower 1.11.01D
Availability: This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture and MSc in Gender, Policy and Inequalities. This course is available as an outside option to students on other programmes where regulations permit.
Course content: 'Bodies, Culture and Politics' explores different constructions and understandings of gendered and sexualised bodies, with a focus on how these have been mobilised by transnational artistic and cultural practices and politics of resistance. Bodies have been at the centre of renewed debates in the light of the emergence of new critical approaches within the social sciences and the humanities and the developments of the natural sciences. Parallel to these debates, increasing attention has been paid to the significance of bodies in contemporary democratic politics. In the last decades, the uses of bodies and the arts in popular mobilisations and political activism have acquired renewed relevance, hand in hand with transnational dialogues and exchanges. Focusing on these trends, the course considers different theoretical approaches to bodies and embodiment (i.e. phenomenological, deconstructivist, materialist, psychoanalytic), and a set of related areas of inquiry, including the materiality of bodies, the differential value socially assigned to bodies, the affective dimension of embodiment, intersectional processes of racialisation, gendering and sexualisation, vulnerability, beauty ideals, and (dis)ability. These questions will inform our exploration of the imaginaries of the body mobilised by feminist and queer political art and activism, cultural practices, and performance, anti-racist, multicultural and diversity politics, popular mobilisations, and precarity and anti-austerity social movements, among others.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
The course runs in weeks 1-11. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 exercise, 1 essay and 1 presentation in the LT.
500 words critical reading of an assigned text in week 3.
1,500 words essay to be submitted in week 6.
Group presentation in class between weeks 7 and 11.
Indicative reading: Ahmed, Sara (2006) Queer Phenomenology. Braidotti, Rosi (1994) Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory. Butler, Judith (2014) Notes Towards a Performative Theory of Assembly. Crimp, Douglas (2002) Melancholia and Moralism: Essays on AIDS and Queer Politics. Franklin, Sarah, Celia Lury and Jackie Stacey (2000) Global Nature, Global Culture. Griznik, Marina and Sefik Seki Tatlik (2014) Necropolitics, Racialization, and Global Capitalism: Historicization of Biopolitics and Forensics of Politics, Art, and Life. Grosz, Elizabeth (1994) Volatile Bodies: Towards a Corporeal Feminism. Pollock, Griselda (2013) After-Affects/After-Images: Trauma and Aesthetic Transformation in the Virtual Feminist Museum. Salamon, Gayle (2010) Assuming a Body: Transgender and Rhetoric of Materiality. Tate, Shirley (2015) Black Women's Bodies and the Nation: Race, Gender and Culture
Assessment: Essay (100%, 4000 words) in the ST.
Essay to be submitted in the first week of the ST.

GI499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Anouk Patel-Campillo and other members of GI staff.
Availability: This course is compulsory on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender,

Policy and Inequalities and MSc in Women, Peace and Security. This course is not available as an outside option.
Course content: The dissertation may be on any approved topic within the field of the MSc programme studied. There will be a series of compulsory and optional workshops in the Michaelmas, Lent and Summer Terms supporting this process. Students will be introduced to dissertation guidelines, common difficulties, ethical issues, basics in research practice, managing sources, and the process of research and writing. The sessions will consider challenges raised by quantitative and qualitative methods, and include examples from and approaches to policy research, interviewing, discourse and narrative analysis, oral and visual history forms of narrative, visual and media analysis. The workshop will be team taught within the Gender Institute according to expertise, and will involve student participation.
Teaching: A combination of compulsory and optional dissertation workshops of up to 90 minutes spread across the MT, LT and ST. Individual supervision sessions assigned early in the LT.
Assessment: Dissertation (100%, 10000 words) in August.
Additionally, in the LT students will submit milestone documents: (a) title or topic of research; (b) summary proposal including research question, methodological and analytical / theoretical approach; (c) and at the beginning of Summer Term an annotated bibliography.

GV403 Half Unit
Network Regulation

This information is for the 2017/18 session.
Teacher responsible: Prof Mark Thatcher CON417
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at two groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: The course explores analytic issues in network regulation from a generic and comparative perspective. The course explores in cross-sectoral and cross-national perspective the regulation of utilities (in particular telecommunications, electricity, gas, water and railways), covering issues such as privatisation and ownership, regulatory reform in the comparative context of several countries, as well as regulation in the context of regional integration. The course considers generic themes in network regulation, such as the rationale for regulatory agencies, as well as the linkages and trade-offs between issues of liberalisation, universal service and security of supply. Topics include: The nature of utilities and network service and the rationale for regulation; processes and styles of privatisation and regulatory reform in cross-national and cross-sectoral perspective in the context of developed and lesser developed countries; network regulation and development; the design of regulatory regimes.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: All students are expected to submit a non-assessed essay and a detailed plan of their assessed essay.
Indicative reading: D Newberry, Privatisation, Restructuring and Regulation of Network Utilities, MIT Press (2000); J. Gomez-Ibanez, Regulating Infrastructure, Harvard UP (2003), D Helm Energy, The State and the Market, OUP (2004), R Baldwin, M Cave and M Lodge, Understanding Regulation, OUP (2nd ed 2011); D Helm & T Jenkinson, Competition in Regulated Industries, OUP (1998); M Thatcher, Internationalisation and Economic Institutions, OUP (2009).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%) in the ST.
Consists of two parts: (i) a two-hour unseen written examination in the ST accounting for 75% of the marks; (ii) a single essay for assessment to be submitted in the ST.

GV408 Half Unit
Contemporary Disputes about Justice

This information is for the 2017/18 session.
Teacher responsible: Mr David Axelsen
Availability: This course is available on the MSc in Human Rights and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at two groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Pre-requisites: None, though some previous exposure to normative political theory may be an advantage
Course content: The course offers a critical analysis of key debates about distributive justice which have followed the publication of John Rawls' A Theory of Justice in 1971. The first part of the course focuses on Rawlsian and post-Rawlsian methods of normative justifications in relation to (distributive) justice in general and on the problematic extension of Rawls' domestic theory of justice to the global domain. Particular attention will be paid in which issues of global justice introduce new methodological and substantive issues into normative theorizing and how these have been dealt with. The second part of the course delves into more specific issues concerning possible obligations of justice arising from global inequality and poverty. For example, we shall discuss whether and the extent to which there are universal values - and analyse the theoretical arguments for and against having such values institutionalized in the form of human rights. We shall consider the extent to which collective solidarity is limited to (and constrained by) nation-states, and how feelings of solidarity can be said to bear on obligations across borders. And we shall ask whether relations of trade, (colonial) history, cultural and linguistic similarity, and/or geographical proximity influence such obligations.
Teaching: 20 hours of seminars in the LT.
There will be a reading week in week 6 of the LT for private study and formative/summative assessment preparation.
Formative coursework: All students are expected to submit one non-assessed essay of up to 2500 words, which will be marked and commented on but does not count towards formal assessment of this course.
Indicative reading: J. Rawls, A Theory of Justice; Charles Beitz, Political Theory and International Relations; Thomas Pogge, World Poverty and Human Rights; Lea Ypi, Global Justice & The Political Avant-Garde; Charles Beitz, The Idea of Human Rights; David Miller, National Responsibility & Global Justice; Martha Nussbaum, Women & Human Development; Kwasi Wiredu, Cultural Universals and Particulars: An African Perspective; Laura Valentini, Justice in a Globalized World; Gilian Brock, Global Justice: A Cosmopolitan Account.
Assessment: Essay (100%, 5000 words).

GV427 Half Unit
Democracy in East and South Asia

This information is for the 2017/18 session.
Teacher responsible: Dr Chun Lin CON3.10
Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an

outside option to students on other programmes where regulations permit.
Entry to this course may be restricted.
Course content: This course is concerned with recent political developments in South and East Asia in their historical, international and geopolitical contexts (Southeast Asia is covered by other courses). We are in particular interested in exploring how and why the idea of democracy has evolved and contested in various forms and patterns in the region, catalysing social and institutional changes and, in some cases, regime transformation. We look at how democracy as a dynamic political project has interacted with forces of market, nationalism, modernisation and globalisation, with class, gender, ethnic, religious, and spatial identities, and with diverse local and cultural traditions. We examine conflicts, crises and uncertainties in political ideologies and policy processes relevant to the competing interpretations and conceptions of democracy. Comparatively tracing contemporary developments in the region, we learn how democracy in theory and practice is informed by discursive struggle, contentious politics, social movements and newer information technology; and why democracy must be studied historically and critically. At the end of the course, students are expected to be familiar with contemporary politics in the region, competent in discussing at least two country cases with detailed historical and empirical knowledge, and adapted to writing with a measure of disciplinary fluency in social sciences.
Teaching: 25 hours of seminars in the LT.
This course will be taught in Lent Term, constituting 10 weeks of 2.5 hour seminars and one reading week (week 6 of the LT) for essay preparation and learning support activities.
Formative coursework: One seminar presentation and one 1,500-word essay.
Indicative reading: D Beetham, Defining and Measuring Democracy (1994); J Dower, Embracing Defeat (1999); S Bose, Transforming India (2013); P Anderson, The Indian Ideology (2013); B Cumings, Korea's Place in the Sun (2005); M Woo-Cumings (ed), The Developmental State (1999); DA Bell, The China Model (2016); M Dimitrov, What Communism did not Collapse (2013); W Kymlicka & B He (eds), Multiculturalism in Asia (2005); A Nathan & Y Chu, How East Asians View Democracy (2009); J Kingston (ed), Asian Nationalism Reconsidered (2016); M Beeson, Regionalism and Globalisation in East Asia (2014).
Assessment: Essay (100%, 4000 words).

GV432 Half Unit
Government and Politics in China

This information is for the 2017/18 session.
Teacher responsible: Dr Chun Lin CON3.10
Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Entry to this course may be restricted.
Course content: Contemporary contradictions of socioeconomic and political transformations of China since 1949 and especially 1978; their rival explanations and interpretations: Often in comparison with other postcommunist transitions, other Asian states and other national developing trajectories, our discussions will cover the evolving historical, international and geopolitical contexts of China's development, its social and political demography; state power at all levels of governance, central-local relations, and semi-federalism; bureaucracy as tradition and as invention; political economy and market transition as global integration; social structure and organisation; class, ethnic, and gender relations; ideology, cultural politics, and issues concerning democracy and legitimacy; nationalism, "one country, two systems", the Taiwan question; and China's military, security, and changing foreign policy and global position. Students are expected to gain extensive historical and empirical knowledge about the PRC and be capable of tackling related conceptual and theoretical questions.
Teaching: 25 hours of seminars in the LT.
This course is offered in LT, constituting 10 weeks of 2.5 hour seminars and one reading week (week 6 of the LT) for essay and learning support activities.
Formative coursework: Students are required to give at least one seminar presentation, and to write one 1,500 word essay.
Indicative reading: M Meisner, The Deng Xiaoping Era (1996); B Womack, Contemporary Chinese Politics in Historical Perspective (1999); C Bramall, Chinese Economic Development (2008); CK Lee, Against the Law (2007); B Dickson, The dictator's Dilemma (2016); W Tang, Populist Authoritarianism (2016); S Heilman & E Perry, Mao's Invisible Hand (2011); M Leonard (ed), China 3.0 (2012); V Goossaert and D Palmer, The Religious Question in Modern China (2011); A Saich, State-Society Relations in the PRC (2016).
Assessment: Essay (100%, 4000 words).

GV439 Half Unit
Government and Politics in Central and Eastern Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Vesselin Dimitrov CON 3.06
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po) and MSc in European Studies (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course provides an analytical assessment of the transition from communism to liberal democracy in Central and Eastern Europe and integration with the European Union, including the Eurozone. It offers an in-depth analysis of institutions, party systems, government and public administration, nationalism, and EU integration, including the Eurozone. Topics covered include: The Communist system. Constitution-making and the development of democratic party systems. Reform of executive institutions and public administration. (Mis)management of ethnic conflict: the case of Yugoslavia. Integration with the European Union, including the Eurozone.
Teaching: 10 hours of lectures and 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in Week 6 of the LT for private study and formative/summative assessment preparation.
Formative coursework: Students are required to produce two essays.
Indicative reading: V Dimitrov, K H Goetz and H Wollmann, Governing after Communism: Institutions and Policymaking; A Przeworski, Democracy and the Market; H Grabbe, The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe; J Elster et al, Institutional Design in Post-Communist Societies; R Taras (Ed), Postcommunist Presidents; R Crampton, Eastern Europe in the Twentieth Century, 2nd edn; G Schopflin, Politics in Eastern Europe; S White, J Batt & P Lewis (Eds), Developments in Central and East European Politics 3.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV441 Half Unit
States and Markets

This information is for the 2017/18 session.
Teacher responsible: Prof David Soskice
Availability: This course is available on the MSc in Comparative Politics, MSc in Development Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Public

Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available as an outside option to students on other programmes where regulations permit.
This course is capped at 2 groups. Priority will be given to MSc Comparative Politics students. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: To introduce politics students to basic economic theorising; to discuss the nature of markets; review contemporary discussions regarding the role of the state in the economy; provide a comparison of the relationship of states and markets in different political settings and historical contexts. Topics: The state and the institutional foundations of markets; states and markets in the Great Depression; domestic and international monetary institutions; varieties of capitalism and change in varieties of capitalism; economics and politics of market bubbles; politics and policy in the financial crisis of 2007-2009; the Eurozone crisis.
Teaching: 20 hours of lectures and 20 hours of seminars in the LT. There will be a reading week in Week 6 of the LT.
Formative coursework: All students are expected to submit one non-assessed essay.
Indicative reading: Block, "The Roles of the State in the Economy." Polanyi, The Great Transformation: The Political and Economic Origins of Our Time. North. Institutions, Institutional Change, and Economic Performance; Gerschenkron. "Economic Backwardness in Historical Perspective." Hall and Soskice, "An Introduction to Varieties of Capitalism." Lazonick and O'Sullivan. "Maximizing Shareholder Value: A New Ideology for Corporate Governance."
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV442 Half Unit Not available in 2017/18
Globalisation and Democracy

This information is for the 2017/18 session.
Teacher responsible: Dr Sarah Goff CON 4.11
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Comparative Politics, MSc in Empires, Colonialism and Globalisation, MSc in Global Politics, MSc in Human Rights, MSc in International Migration and Public Policy and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 2 groups - access to the course guaranteed for MSc Global Politics and MSc Global Politics Civil Society. The deadline for receipt of applications is Friday, 2 October 2015. In your application on LSE4U, please state your MSc programme and (briefly) your reason for taking the course.
Course content: The contemporary debate about globalisation raises profound questions about the changing nature and form of politics today. This course examines two dimensions of the debate: the impact of various forms of globalisation on democratic and democratising states, and the prospects for the democratisation of global politics.
The course covers the following topics: 1) how democracy can be understood as a concept, and what makes democracy valuable; 2) how democracy within states, both in affluent and developing countries, is affected by various dimensions of globalisation, notably international trade and financial flows, migration, and international institutions; and 3) whether and how global politics can be made more democratic, including an examination of the roles played by international organisations, transnational civil society, and novel governance initiatives.
Teaching: 20 hours of seminars in the MT.
There will be a reading week in week 6 of the MT for private study and assessment preparation.
Formative coursework: Students will produce one 2,000 word essay.
Indicative reading: R. A. Dahl, "A Democratic Dilemma: System Effectiveness Versus Citizen Participation," Political Science Quarterly, 1994; R. J. Arneson, "Democracy Is Not Intrinsically Just" in Justice and Democracy, Cambridge University Press, 2004; D. Brady et al., "The Consequences of Economic Globalization for Affluent Democracies," Annual Review of Sociology, 2007; N. Rudra, "Globalization and the Strengthening of Democracy in the Developing World," American Journal of Political Science, 2005; R. Keohane et al., "Democracy-Enhancing Multilateralism," International Organization, 2009; Ruth Grant and Robert Keohane, "Accountability and Abuses of Power in World Politics," American Political Science Review, 2005; K. Macdonald and T. Macdonald, "Democracy in a Pluralist Global Order: Corporate Power and Stakeholder Representation," Ethics & International Affairs, 2010; M. Koenig-Archibugi, "Is Global Democracy Possible?" European Journal of International Relations, 2010.
Assessment: Essay (100%, 5000 words).

GV443 Half Unit
The State and Political Institutions in Latin America

This information is for the 2017/18 session.
Teacher responsible: Dr Francesco Panizza CON 5.12
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.
For MSc Comparative Politics. MSc Global Politics, MSc Media, Communication and Development and MPA Programme (all streams) and other graduate students may follow the course with permission from the course convener.
The deadline for receipt of applications will be 1:00 pm, Friday 29 September, 2017. You will be informed of a decision by 12 noon, Monday 2 October 2017.
Course content: This is a course on contemporary Latin American politics.Its aim is to study the principal institutions and forms of organization influencing politics in the region since transition to democracy in the 1980s. Although due attention is given to country differences, the course approaches the study of politics in the region thematically rather than on a country by country basis. At the end the course students should have a good understanding of the working of the region's formal and informal political institutions, including the state, accountability and the rule of law, presidentialism, populism, political parties, civil society and popular movements, human rights, crime and the "unrule of law" and the condition of democracy in the region. Focus on plurality of theories and frameworks of analysis with the aim of developing skills for independent analysis of the advances and setbacks of democracy in the region.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Lectures and seminars will run from weeks 1-5 and 7-11 in MT. There will be a reading week in week 6.
Formative coursework: All students are expected to submit one non-assessed essay.
Indicative reading: S. Mainwaring and A. Perez Linan (2015) Cross Currents in Latin America, Journal of Democracy 26 (1); Latinobarometro Report 2013 (www.latinobarometro.org); Morlino,L. (2014) La Calidad de las Democracias en America Latina (www); W.C. Smith (ed) (2009) Latin American Democratic Transformations, Wiley Blackwell; G. Philip and F. Panizza (2011) The Triumph of Politics. The Return of the Left in Venezuela, Bolivia and Ecuador, Polity; G. O'Donnell, (1994) 'Delegative Democracy' Journal of Democracy 5, 1; S. M. A. Mello (2009) Strong Presidents, Robust Democracies? Separation of Power and the Rule of Law

in Latin America" Brazilian Political Science Review 3(2); K. M. Roberts (2008), 'The Mobilization of Opposition to Economic Liberalization' American Review of Political Science 11.
Assessment: Exam (75%, duration: 2 hours) in the LT week 0. Essay (25%, 3000 words).

GV444 Half Unit

Democracy and Development in Latin America

This information is for the 2017/18 session.
Teacher responsible: Dr Francesco Panizza CON 5.12
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other postgraduate students may follow the course with permission. This course is capped at 2 groups. The deadline for receipt of applications will be 1:00 pm, Friday 29 September, 2017. You will be informed of a decision by 12 noon, Monday 2 October 2017.
Course content: The course studies the relations between democracy and economic reform in contemporary Latin America. It starts mid-point through the period under study, in 1994, when there was a strong consensus about the mutually reinforcing benefits of liberal democracy, free market economics and hemispheric trade integration. It then traces back the origins of this consensus to the 1980s and discusses how it was generated by looking at the role of ideas, interests and institutions in processes of economic change. The second part of the course looks at the backlash against free market economics (also know as neoliberalism) and the rise of the left in the early 21st century as an alternative to neoliberalism. The final three sessions look at the social and economic transformation of the region in the 21st century, including the impact of the commodity boom, the rise of a new middle class and the increasing importance of economic relations with China and other Asian countries.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in week 6 of the LT for dissertation preparation and advice.
Formative coursework: All students are expected to submit two non-assessed essays and make at least one seminar presentation.
Indicative reading: ECLAC, Preliminary Overview of the Economies of Latin America and the Caribbean 2015 (www.cepal.org); ECLAC Social Panorama of Latin America 2015 (www.cepal.org); Schneider, B. R. (2013) Hierarchical Capitalism in Latin America, Cambridge University Press; D. Green (2003) Silent Revolution. The Rise and Crisis of Market Economics in Latin America, London: Latin American Bureau; Levitsky, S. & Roberts K.M. (2011) The Resurgence of the Latin American Left, Baltimore: The John Hopkins University Press; G. A. Flores Macias (2012) After Neoliberalism? The Left and Economic Reforms in Latin America, Oxford University Press; Panizza,F.(2009) Contemporary Latin America: Development and Democracy Beyond the Washington Consensus, London, Zed Books; Grugel, J. and P. Riggirozzi (2009) Governance After Neoliberalism in Latin America, Palgrave MacMillan. Ferreira, Francisco H. G. et al (2013) Economic Mobility and the Rise of the Latin American Middle Class, Washington D.C., The World Bank ; Arson, C. J. and J. Heine (2014) Reaching Across the Pacific: Latin America and Asia in the New Century, Washington D.C., Woodrow Wilson Centre.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV450 Half Unit

European Politics: Comparative Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Julian Hoerner
Prof Simon Hix, Dr Eiko Thielemann
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po) and MSc in European Studies (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course is intended to provide students with a systematic introduction to central conceptual and theoretical debates in the comparative analysis of politics and government in Europe. The core syllabus focuses on both traditional fields of comparative enquiry, such as the study of party competition and voting behaviour, and emerging fields of interest, such as European identity, immigration, Central banks, and Europeanisation. The course takes a thematic approach and places particular emphasis on the diverse experiences of liberal democracy in individual European countries.
The main themes addressed include: European models of government; elections and electoral behaviour; party systems and representation; executive-legislative relations; courts and central banks; European identity; immigration; European integration and domestic institutional change.
Teaching: 10 hours of lectures and 18 hours of seminars in the MT.
There will be a reading week in Week 6 of the MT for private study and assessment preparation.
Formative coursework: All students are expected to submit one formative essay and make one seminar presentation.
Indicative reading: Readings include: M Gallagher et al, Representative Government in Modern Europe, 5th ed; P Heywood et al (Eds), Developments in European Politics; M Bruter, Citizens of Europe; S Hix, The Political System of the European Union, 2nd edition; J Hayward & A Menon (Eds), Governing Europe; A Lijphart, Patterns of Democracy; Y Deloye & M Bruter (Eds) Encyclopaedia of European Elections; K Shepsle & P Bonchek, Analysing Politics; G Cox, Making Votes Count; G Tsebelis, Veto Players.
Assessment: Essay (100%, 3000 words).

GV454 Half Unit Not available in 2017/18

Parties, Elections and Governments

This information is for the 2017/18 session.
Teacher responsible: Prof Torun Dewan CON6.07
Availability: This course is available on the MSc in EU Politics and MSc in Political Science and Political Economy. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no formal prerequisites.
Course content: The course focuses on key topics in political science concerning voting and representation. Topics covered include:
• Party and Candidate Strategy
• The Role and Origins of Parties
• Government Formation and Termination
• Electoral Systems: Franchise, Ballot, and Allocation formulas
• Leadership
• Political Careers
• Government Accountability
Examples will be drawn from a wide range of democracies.
Teaching: 20 hours of seminars in the LT.
In week 11 of LT students will sit a two hour mock exam
Formative coursework: All students are expected to submit one non-assessed essay.
Indicative reading: The course is focussed mainly on journal articles. However the following books are relevant to some of the topics covered
Gary Cox, Making Votes Count (1995); Gary Cox & Mathew

McCubbins, Setting the Agenda (2005); George Tsebelis, Veto Players (2002); Kenneth Shepsle and Mark Boncheck, Analysing Politics (1997); Tim Besley, Principled Agents (2005); John Aldrich, Why Parties (1995); Bruce Bueno de Mesquita. Alastair Smith, Randolph Siverson and James Morrow, The Logic of Political Survival (2003); Giovanni Sartori, Comparative Constitutional Engineering (1997); Michael Laver & Norman Schofield, MultiParty Government: The Politics of Coalition in Europe (1990).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV465 Half Unit
War, Peace and Politics of National Self-Determination

This information is for the 2017/18 session.
Teacher responsible: Prof Sumantra Bose CON-407
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Comparative Politics, MSc in Empires, Colonialism and Globalisation, MSc in Global Politics, MSc in Human Rights and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
Priority consideration will be given to students taking the MSc Comparative Politics and the MSc Global Politics. Students on other programmes (including MSc Human Rights, MSc Empires, Colonialism, Globalisation, MSc International Relations and MA/MSc History of International Relations) are welcome to apply and will be admitted subject to availability of space. Students on all programmes are required to obtain permission from the teaching department to take this course.
This course is capped at 4 groups, and admission cannot be guaranteed. ALL interested students must apply online via LSEForYou (LFY) as per the stipulated procedure and by the deadline which is Wednesday 27 September 2017. Students should write a brief, one-paragraph rationale for wishing to take the course in the application.
Course content: This course examines some of the most intractable and violent disputes over sovereignty and national self-determination in the world today, and inquires into the prospects of moving from war to peace through accommodation and compromise. The conflicts studied are drawn from the Middle East (Israel and Palestine), South Asia (Kashmir, Sri Lanka), the Balkans (former Yugoslavia and within it, Bosnia-Herzegovina and Kosovo) and the EU area (Northern Ireland, Cyprus). Students are exposed to the specific histories and contexts of these cases but are also encouraged to think comparatively across countries and regions. The course materials are online on Moodle, the LSE's electronic teaching and learning system.
Are disputes arising from conflicting claims to national self-determination inherently of a zero-sum nature, or can they be resolved? If the latter, how? What factors drive conflict at the local level? Which sorts of institutional arrangements might be able to anchor peace settlements? Can we draw useful comparative lessons from the experience of peace processes that have sought or seek to craft solutions to this type of conflict in diverse parts of the contemporary world? What roles can international actors—influential and/or interested foreign states, regional alliances of states, multilateral institutions—play in such processes and their outcomes?
Teaching: 15 hours of lectures and 9 hours of seminars in the MT.
Ten lectures and nine seminars in the MT. The first lecture is a set-up and introductory session and lasts two hours. The other nine lectures are 1.5 hours each.
There will be a reading week in week 6 of the MT for private study and assessment preparation.
Formative coursework: Students will be required to prepare and make one seminar presentation and write one unassessed essay of 1,500 words.
Indicative reading: Sumantra Bose, Contested Lands: Israel-Palestine, Kashmir, Bosnia, Cyprus and Sri Lanka (2007); Edward Said, The Question of Palestine (1980); Bernard Wasserstein, Israel and Palestine (2004); John McGarry (ed.), Northern Ireland and the Divided World (2001); Sumantra Bose, Kashmir: Roots of Conflict, Paths to Peace (2003); David Hannay, Cyprus: The Search for a Solution (2005); Sumantra Bose, Bosnia after Dayton: Nationalist Partition and International Intervention (2002); Sumantra Bose, States, Nations, Sovereignty: Sri Lanka, India and the Tamil Eelam Movement (1994).
Assessment: Research project (100%).
A paper of 5,000 words, due in the ST, will determine 100% of the final grade. Students have wide latitude in choosing the topic of their assessed paper, in consultation with the instructor. Students can choose to write on one of the assigned seminar presentation questions, or modify one of those questions, or formulate a research question of their choice.

GV467 Half Unit
Introduction to Comparative Politics

This information is for the 2017/18 session.
Teacher responsible: Dr David Woodruff CON3.17
Availability: This course is compulsory on the MSc in Comparative Politics. This course is available on the MSc in China in Comparative Perspective. This course is available with permission as an outside option to students on other programmes where regulations permit.
Optional for MSc China in Comparative Perspective (space permitting). Optional for other students with the approval of Dr Woodruff.
Course content: This course serves as the 'core', compulsory course for the MSc in Comparative Politics and is intended to provide an overarching theoretical and methodological backdrop for all of the diverse course offerings available to students on this programme. The course introduces students to the field of Comparative Politics as represented in contemporary journals like Comparative Politics, Comparative Political Studies, and Comparative Studies in Society and History, and among the various members of the Comparative Politics Group in the Government Department here at the LSE. Students examine the theoretical and methodological underpinnings of Comparative Politics, important critiques of these underpinnings, and diverse examples of 'best practice' in research and writing in this sub-field of the discipline of Politics or Political Science.
Lectures and seminar discussions focus both on important areas of research in comparative politics and methodological challenges involved. Readings treat such variegated topics of inquiry and debate in comparative politics as democracy, ethnic conflict, civil society, and revolutions.
The course does not follow a 'great books' approach nor rely on a textbook. Instead, the course treats examples of real existing Comparative Politics as practiced - and published - by leading scholars in the field in recent years. These examples are chosen to cover diverse forms of comparison, diverse modes of analysis, diverse topic areas, and diverse countries and regions of the world. Cutting across these forms of diversity are a set of questions that will be addressed throughout the course. These questions concern the possibilities and limitations of various methods of comparative analysis for explaining observable patterns in politics.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
Dr David Woodruff delivers the lectures for the course, whilst members of the Comparative Politics Group in the Department run the seminars. There will be a reading week in Week 6.
Week 11 will focus on revision.
Formative coursework: One unassessed essay of roughly 1,500 words.
Indicative reading: Alasdair MacIntyre, 'Is a Science of Comparative Politics Possible?'Theda Skocpol, States and Social Revolutions. Ashutosh Varshney, 'Ethnic Conflict and Civic

Life: India and Beyond.. Hall, Peter A. 'Adapting Methodology to Ontology in Comparative Politics'. Doner, Richard F., Bryan K. Ritchie, and Dan Slater 'Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective'.
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

GV477 Half Unit
Comparative Public Policy Change

This information is for the 2017/18 session.
Teacher responsible: Professor Mark Thatcher CON 4.17
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at two groups. The deadline for enrolments will be at 1:00 pm on Friday 29 September 2017. You will be informed of the outcome by 12 noon, Monday 2 October 2017.
Pre-requisites: Students should normally be taking GV4E9 Approaches and Issues in Public Policy and Administration or already have a good knowledge of comparative public policy. Waiving of these requirements will be at the discretion of the course teacher.
Course content: The course examines explanations of policy change using cross-national comparison.
The course will focus on cases in key policy domains (chosen according to the literature available and interest for wider analytical questions, as well as the expertise available), but in the examination and assessed essay, any set of (2) countries or international jurisdictions such as the EU can be used as examples. Key topics include: theoretical approaches to comparison and policy change; neo-liberalism; privatisation; regulatory reform; varieties of capitalism; the changing size and role of the state.
Teaching: 3 hours of lectures and 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will write one unassessed essay during the term.
Indicative reading: There is no single textbook but the following are particularly useful introductions: B G Peters, Institutional Theory in Political Science: The New Institutionalism. third edition (Pinter, London and New York, 2011); P John Analysing Public Policy (Pinter 2000) W Parsons, Public Policy (Edward Elgar, 1995); P A Hall & D Soskice (Eds), Varieties of Capitalism, (2001);. W. Streeck and K Thelen eds, Beyond continuity : institutional change in advanced political economies (Oxford: Oxford University Press, 2005), V S. Schmidt, The Futures of European Capitalism (Oxford: Oxford University Press, 2002), Dodds, A Comparative Public Policy (Basingstoke, Palgrave, 2013; VA Schmidt and M Thatcher (eds), Resilient Liberalism in Europe's Political Economy (Oxford: Oxford University Press, 2013.)
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words).

GV478
Political Science and Public Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Simon Hix
Availability: This course is compulsory on the Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po) and MPA Dual Degree (LSE and Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: In this course we develop tools to understand and analyse important political phenomena including political behaviour (such as voting behaviour, elections and lobbying), political institutions (such as electoral systems, parliamentary and presidential government and central banks) and political outcomes (such as economic policies, development aid and ethnic conflict). The course combines a review of the main empirical regularities across time and across country in each of these areas, with an introduction to key theoretical arguments about how to understand how actors interact and how institutions shape strategic behaviour, and an introduction to the latest empirical (and causal) estimation techniques for testing the key theoretical ideas.
Teaching: 22 hours of lectures and 15 hours of seminars in the MT. 22 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.
Formative coursework: Formative work includes, for example, each term a two-page reading response and a problem set that reviews core concepts in empirical and theoretical models of political economy.
Indicative reading: Analysing Politics by Shepsle and Bonchek (W.W. Norton, 1997) provides an excellent starting point and can be used as the main reference for many topics. A full reading list will be distributed at the beginning of the course.
Assessment: Exam (60%, duration: 3 hours, reading time: 15 minutes) in the main exam period.
Essay (20%, 2000 words).
Other (20%) in the MT and LT.
The 20% 'other' assessment are application exercises carried out in groups.

GV479 Not available in 2017/18
Nationalism

This information is for the 2017/18 session.
Teacher responsible: Dr Douglas Hutchinson CON 3.21
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Development Studies, MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations (Research), MSc in Political Sociology, MSc in Sociology and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at one group. The deadline for enrolments will be 12 noon, on Monday, 3 October 2016. Students must provide a rationale for taking the course on application. You will be informed of the outcome by 12 noon, Wednesday, 5 October 2016.
Course content: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states. There are three principal concerns:
1. Theories of nationalism and ethnicity, including primordialist, ethno-symbolic, modernist and post-modernist approaches. These will be compared and critiqued.
2. The development of various kinds of nations, nation-states and nationalisms from pre-modern Europe to the global present, and a consideration of the concepts (e.g. civic/ethnic, political/cultural, Asian and African forms of nationalism) frequently used to understand these histories.
3. Nationalism and the international system, including problems of state sovereignty, secession and national self-determination; the European union, globalisation and religious fundamentalism.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Students must also attend the lectures of course GV247. In MT week 6 will be a reading week for private study; in LT week 6 there will be a reading week for preparation for the dissertation.
Formative coursework: Students are expected to write two non-assessed essays of 1,500-2,000 words and to make two seminar presentations during the course.
Indicative reading: E Kedourie, Nationalism, Hutchinson, 1960; E Gellner, Nations and Nationalism, Blackwell, 1983; H Kohn, The Idea of Nationalism, Macmillan, 1967; H Seton-Watson, Nations and States, Methuen, 1977; A D Smith, Theories of Nationalism, 2nd edn, Duckworth, 1983; B Anderson, Imagined Communities, 2nd edn, Verso Books, 1991; J Mayall, Nationalism and International Society, Cambridge University Press, 1990; E Hobsbawm, Nations and Nationalism since 1780, Cambridge University Press, 1990; L Greenfeld, Nationalism, Five Roads to Modernity, Harvard University Press, 1992; J Breuilly, Nationalism and the State, 2nd edn, Manchester University Press, 1993; J Hutchinson, Nations as Zones of Conflict, Sage 2004; W Connor, Ethno-Nationalism: The Quest for Understanding, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), Nationalism, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), Ethnicity, Oxford University Press, 1996; A Hastings, The Construction of Nationhood, Cambridge University Press, 1997; A D Smith, Nationalism and Modernism, Routledge 1998, M Hechter, Containing Nationalism, Oxford University Press, 2000; Jonathan Hearn, Rethinking Nationalism: a critical introduction, Palgrave 2006; Umut Ozkirimli, Theories of Nationalism, Palgrave 2010; A.D.Smith, Nationalism, Polity Press, 2010.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

GV481 Half Unit
Political Science and Political Economy

This information is for the 2017/18 session.
Teacher responsible: Dr Valentino Larcinese
Dr Marco Giani
Availability: This course is compulsory on the MSc in Political Science and Political Economy. This course is not available as an outside option.
Course content: This course examines public policy formation, political processes and political institutions. The emphasis is on introducing some key formal models to simplify and analyze broad classes of situations. Students are not only expected to be familiar with these models but also to be able to use them to solve problems of a technical nature. The course will also emphasize rigorous empirical testing of formal models. We will focus on collective action, voting, elections, interest groups, legislative organization, political agency and bureaucracies.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT. 2 hours of lectures in the ST.
There will be a reading week in Week 6.
Formative coursework: Three problem sets.
Indicative reading: D. Mueller: Public Choice III; T. Persson and G. Tabellini: Political Economics; T. Besley: Principled Agents?
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV482 Half Unit Not available in 2017/18
Political Science and Political Economy: Advanced Topics

This information is for the 2017/18 session.
Teacher responsible: Dr Valentino Larcinese
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students should either have attended GV481 or be able to show a sufficiently strong background in political economy and in statistics in order to take this course.
Course content: This course presents cutting-edge research material on some specific topics. The topics vary each year and, in the past, have included identification and causality in empirical research, mass media and voting behaviour, the design of electoral systems, text analysis, the repeal of corn laws, deliberation and monetary policy. A number of guest teacher are invited each year to illustrate the state of the art in their research field and to cover some of their own research.
Teaching: 22 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be reading week in Week 6.
Formative coursework: Students are expected to give at least one presentation and to submit a piece of formative work (problem set/ essay)
Indicative reading: Mostly journal articles. The reading list varies each year.
Assessment: Essay (100%, 5000 words) in the ST.

GV483 Half Unit
Public Management Theory and Doctrine

This information is for the 2017/18 session.
Teacher responsible: Mrs Flavia De-Mattos-Donadelli
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Management and Strategy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other postgraduates require permission of teachers responsible.
Course content: The course offers an intensive introduction into key areas of public management with reference to both developed and lesser developed world contexts. Topics include administrative doctrine, implementation, organizational change and inertia, capacity building, performance-management, leadership, institution creation, transparency and risk management. Public management is treated as an interdisciplinary field of study, with a particular emphasis on the administrative practices and change as well as the critical analysis of practical arguments about Public Management
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT.
Week 6 will be a Reading Week. Week 11 in MT will be used for individual advice sessions.
Formative coursework: Students are expected to complete two formative essays.
Indicative reading: M Barzelay, The New Public Management, 2001; C Hood, The Art of the State, 1998; C Hood and M Lodge, Politics of Public Service Bargains, 2006; L. Lynn and C. Hill, ; E. Ferlie, L. Lynn and C. Pollitt Oxford Handbook of Public Management, 2005; C Hood and H Margetts, Tools of Government in the Digital Age, 2007.
Assessment: Essay (100%, 3000 words).
Students are required to answer one question from a selection of three.

GV488
Law and Politics of Regulation

This information is for the 2017/18 session.
Teacher responsible: Professor Rob Baldwin, NAB.7.08
Availability: This course is compulsory on the MSc in Regulation. This course is not available as an outside option.
This course is capped at one group. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: The course aims to give students an essential grounding in theories of regulation encountered in the legal, political science and law and economics literatures. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific cases will be explored through the medium of an additional practitioner seminar series, which will be led by experienced practitioners invited on a one-off basis. The course focuses on the following key themes: contrasting perspectives on regulation, differences in regulatory styles, dynamics and processes, regulatory standard-setting, regulatory enforcement, evaluating regulation.
Teaching: 8 hours of seminars and 20 hours of seminars in the MT. 10 hours of seminars and 20 hours of seminars in the LT. 4 hours of seminars in the ST.
The course is taught: (a) by 22, two-hour sessions in variable format (some lecture-discussions, student-paper led discussions, debates, preparation for the dissertation) comprising the academic core, (b) by eight seminars on 'economics of regulation' and 'research design' in the Michaelmas term and (c) a number of practitioner seminars in the Lent term, drawing on practitioners from a variety of regulated sectors.
There will be reading weeks in week 6 of both the Michaelmas and Lent terms for structured learning activities.
Formative coursework: All students are expected to produce three written essays.
Indicative reading: R Baldwin, M Cave and M Lodge Understanding Regulation (2012); M Moran, The British Regulatory State (2003); A Ogus, Regulation (2004); R Baldwin & C McCrudden, Regulation and Public Law (1987); C Hood, H Rothstein & R Baldwin, The Government of Risk (2001); R Baldwin, Rules and Government (1994); J Black, M Lodge and M Thatcher, Regulatory Innovation, (2005), C Sunstein, Risk and Reason (2002), R. Baldwin, M. Cave and M.Lodge Oxford Handbook of Regulation (2010), M Lodge and K Wegrich, Managing Regulation (2012), D. Carpenter and D. Moss, Preventing Regulatory Capture (2013).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%).

GV498 Half Unit Not available in 2017/18
Multiculturalism

This information is for the 2017/18 session.
Teacher responsible: TBC
Availability: This course is available on the MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in International Migration and Public Policy and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.
This course is capped at 2 groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: This seminar explores the political and epistemological issues of multiculturalism, broadly understood, in contemporary political theory. After deciding on a tentative definition for "culture," we will explore how and why the concept has become so integral to normative theories of contemporary political life. In particular, we will focus on how increasing recognition of plurality within liberal democratic regimes has led to new theories of both culture and community. Along the way, we will consider normative questions such as: Should we encourage "global citizenship," or should we celebrate the local and the national? If cultures are dynamic and hybrid entities, how can they be identified and protected politically? Are there significant and legitimate differences between "the West" and "the rest"—and if so, how must our interpretive approach change as we include voices from culturally diverse groups into already-established political communities?
Teaching: 20 hours of seminars in the LT.
Formative coursework: Students are invited to write one 1500 word formative essay, due no later than week 8.
Indicative reading: Will Kymlicka, Multicultural Citizenship, Brian Barry, Culture and Equality, Chandran Kukathas, The Liberal Archipelago, Iris Young, Justice and the Politics of Difference, Homi Bhabha, The Location of Culture.
Assessment: Essay (100%, 5000 words) in the ST.

GV499
Dissertation

This information is for the 2017/18 session.
Availability: This course is compulsory on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Political Theory, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is not available as an outside option.
Course content: A compulsory 10,000 word dissertation is required to be submitted as part of the assessment for each Government MSc programme. The dissertation is due by 5:00 pm on Tuesday 21 August 2018.
Assessment: Dissertation (100%, 10000 words) in August.

GV4A2 Half Unit
Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Bruter
Availability: This course is available on the MRes Political Science, MSc in EU Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 1 group. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Note that students from Masters or Doctoral programmes not listed above may still take the course subject to approval by the course convener.
Pre-requisites: In order to be accepted on the course, all students must submit a research project idea by the end of MT Week 2. The document should be around 1-2 pages in length and should at least do two things: first, indicating a course-related research topic and a specific research question and explain what makes it interesting, and second suggesting the methodology the student intends to use to answer this question empirically. You may, but not obliged to include references from existing literature (which would be a good thing to do), please also include a mini-bibliography.
Course content: This course intends to familiarise students with the study of electoral psychology and political behaviour in Europe

in a broad sense. The three main objects of study in political science are institutions, policies, and citizens, and the study of political behaviour and political psychology is the field that centres on the third. A very important part of political behaviour is electoral participation and vote choice. We will explore general models of voting behaviour, electoral psychology, and participation, as well as specific aspects such as extremist politics. We will look closely at public opinion, how it is formed and how it can be studied. In the final part of the course, special consideration is given to political identities and how they are related to political behaviour.
Teaching: 20 hours of seminars in the LT. 4 hours of seminars in the ST.
Indicative reading: Bruter, M. 2005 Citizens of Europe? Basingstoke: Palgrave. LeDuc, L, Niemi, R, and Norris, P. 2010. Comparing Democracies 3: Elections and Voting in the 21st Century. London: Sage. Van der Eijk, C, and Franklin, M. 2009. Elections and Voters. Basingstoke: Palgrave Macmillan. Franklin, Mackie, et al. 1992. Electoral Change. Cambridge: Cambridge UP. Bruter, M. and Harrison, S. 2009. The Future of our Democracies? Basingstoke: Palgrave. Zaller, J. 1992. The Nature and Origins of Mass Opinion. Cambridge: Cambridge University Press. Harrison, S. and Bruter, M. Mapping Extreme Right Ideology. Basingstoke: Palgrave.
Assessment: Project (80%, 5000 words) and class participation (20%) in the ST.
One empirical research project on a topic relevant to the course and approved by the course co-ordinator with a word limit of 5,000 words (80%).

GV4A3 Half Unit Not available in 2017/18
Social Choice Theory and Democracy

This information is for the 2017/18 session.
Teacher responsible: Prof Christian List
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Political Science and Political Economy and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 1 group. The deadline for enrolments will be 12 noon, Monday 3 October 2016. You will be informed of the outcome by 12 noon, Wednesday 5 October 2016.
Pre-requisites: An interest in analytic reasoning is required, but no prior knowledge of social choice theory or of mathematics is presupposed. Technical ideas will be presented in an introductory and pedagogical way, suitable for anyone who enjoys logical thinking.
Course content: This course gives an introduction to social choice theory and related debates in the theory of democracy. On the social-choice-theoretic side, the course introduces students to key results, including (1) May's theorem and Condorcet's jury theorem, which are two classic formal results on majority rule, (2) Arrow's impossibility theorem and the Gibbard-Satterthwaite theorem, which are two much-discussed impossibility results, suggesting that rational collective decision-making may be difficult or impossible, and (3) possible escape-routes from these negative results. On the normative side, the course covers some central issues in contemporary democratic theory, which are likely to include (but need not be restricted to) (1) deliberative democracy, (2) procedural versus outcome-based or epistemic justifications of democracy, and (3) the legitimacy of democratic decisions. While all students are required to understand the implications of the main social-choice-theoretic results, they can approach these either from a more formal perspective or from a more normative perspective and make philosophical aspects of democratic theory their main focus.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Seminars in LT will include some lecture components. Seminars in ST are held for revision purposes.
There will be a reading week in week 6 of LT for private study and assessment preparation.
Formative coursework: Students will be expected to give a short presentation and to write a formative essay. Feedback will be given on this material, but it does not count towards final assessment. Students will also have the opportunity to submit an outline for the assessed essay for comments. The outline itself will not be assessed.
Indicative reading: Amartya Sen (1998), "The Possibility of Social Choice", Nobel Lecture; William H Riker (1982), Liberalism Against Populism; Jerry S Kelly (1988), Social Choice Theory: An Introduction; Amy Gutmann & Dennis Thompson (1996) Democracy and Disagreement; Christian List, "The Discursive Dilemma and Public Reason", Ethics 116(2): 362-404 (2006); Christian List, "Social Choice Theory", The Standford Encyclopedia of Philosophy, available online.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 2500 words).

GV4A4
The Politics of Globalization

This information is for the 2017/18 session.
Teacher responsible: Dr Mathias Koenig-Archibugi
Availability: This course is compulsory on the MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit. Students on the MSc Global Politics are guaranteed access.
Course content: This is the core course of the MSc Global Politics. It examines the nature, the causes and the political consequences of globalization in a variety of domains, including security, culture, the economy, and the environment. The course aims at enabling students to assess the extent of continuity and transformation in key areas of global politics.
The course content will cover the following topics though specific lecture titles may change from year to year: the contemporary debate about globalisation; changes in the nature of military power and war; the evolution of global economic governance; the globalization of migration and environmental concerns; the role of global intergovernmental and nongovernmental organizations; great power politics in the contemporary global order; citizen and voter reactions to globalization; challenges to and opportunities for democracy in a global age.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
3 additional lectures and 3 seminars in the LT on writing a global politics dissertation.
There will be a reading week in week 6 of the MT and LT for private study and assessment preparation.
Formative coursework: All students are expected to produce two written essays plus two short presentations on topics assigned to them.
Indicative reading: Held, D. and McGrew, A. Globalization/Anti-Globalization, second edition, Cambridge, Polity 2007; P. Hirst, G. Thompson and S. Bromley, Globalization in Question. 3rd edition, Polity 2009; J. A. Scholte, Globalization: a critical introduction. 2nd edition, Palgrave 2005; G. Garrett, The Causes of Globalization. Comparative Political Studies September 2000 vol. 33 no. 6-7, 941-991; M. Zurn, Globalization and Global Governance. In Walter Carlsnaes et al., Handbook of International Relations, second edition. London: Sage, 2012; S. Krasner, Globalization, Power, and Authority, in: The evolution of political knowledge: Democracy, autonomy, and conflict in comparative and international politics, edited by Edward D. Mansfield and Richard Sisson, Columbus: Ohio State University Press, p. 60-81, 2004; R. J. C. Young, Postcolonialism: a very short introduction, Oxford, Oxford University Press, 2003; L. J. Shepherd (ed) Gender Matters in Global Politics, London: Routledge; M. Kaldor, New and Old Wars:

Organised Violence in a Global Era, 2nd edition, Polity 2007; J. Ravenhill, ed., Global Political Economy, Oxford University Press 2005; R. Falkner, Business Power and conflict in International Environmental Politics. Palgrave Macmillan 2008; H.Seckinelgin, International Politics of HIV/AIDS, Routledge 2008; D. Archibugi, The Global Commonwealth of Citizens: Toward Cosmopolitan Democracy, Princeton University Press 2008.
A reading list with further readings will be provided at the beginning of the teaching term.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 4000 words).

GV4A5 Half Unit
International Migration and Immigration Management

This information is for the 2017/18 session.
Teacher responsible: Dr Eiko Thielemann CON3.14
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics, MSc in EU Politics, MSc in Global Politics, MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in International Migration and Public Policy, MSc in Political Economy of Europe, MSc in Public Policy and Administration and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course has limited availability and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible via the 'LSE For You' capped course management system. This course is capped at 2 groups. This is the core course for the MSc International Migration and Public Policy. Priority will be given to students on that programme.
The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: This course offers a theoretically informed account of the challenges posed by international migration and resulting policy responses. The focus is on the comparative analysis of immigration control policies in OECD countries.
The course is structured in three parts. The first introduces a number of theoretical models that seek to explain the dynamics of international migration, migration control and migrant integration, addressing questions such as: Why do people migrate? Why do states accept migration? The second, comparative part deals with national public policy responses to the issue of asylum & refugees, 'illegal' migration & human trafficking and (legal) immigration. The final part focuses on the analysis of multilateral policy initiatives on migration management at the global, regional and bi-lateral level.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
There will be a reading week in week 6 of the MT for advice and feedback sessions.
Formative coursework: All students are expected to submit two non-assessed essays.
Indicative reading: There is no single textbook but the following texts are useful introductions: M Baldwin-Edwards & M Schain, The Politics of Immigration in Western Europe, 1994;A. Betts, Protection by Persuasion: International Cooperation in the Refugee Regime, 2009); A. Betts, Global Migration Governance, 2010; C Boswell, European Migration Policies in Flux: Changing Patterns of Inclusion and Exclusion, 2003; C Brettell, Migration Theory: Talking Across the Disciplines, 2000; S Castle & M J Miller, The Age of Migration, 1998; W A Cornelius et al, Controlling Immigration: A Global Perspective, 2004; A Geddes, The Politics of Migration and Immigration in Europe, 2003; A Geddes, Immigration and European Integration, 2000; V Guiraudon & C Joppke, Controlling a new migration world, 2001; J F Hollifield, Immigrants, Markets, and States: The Political Economy of Postwar Europe, 1992; C Joppke, Challenges to the Nation-State: Immigration in Western Europe and the United States, 1998; G Loescher, Beyond Charity: International Cooperation and the Global Refugee Crisis, 1996; J Money, Fences and Neighbours: The Political Geography of Immigration Control, 1999; S Sassen, Guests and Aliens, 2000; D Thranhardt, Europe, a New Immigration Continent, 1994; A R Zolberg et al, Escape from Violence: Conflict and the Refugee Crisis in the Developing World, 1997.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4A8 Half Unit Not available in 2017/18
Nationalist Conflict, Political Violence and Terrorism

This information is for the 2017/18 session.
Teacher responsible: Prof James Hughes CON5.05
Availability: This course is available on the MSc in Conflict Studies. This course is not available as an outside option.
This course is not open to students on other programmes.
Course content: How can we distinguish legitimate resistance and political violence from terrorism? What is the relationship between war and terror? What distinguishes a combatant from non-combatant? Do counterinsurgency methods based on force and the securitization of the state work? Should we erode civil liberties and democratic values to fight terrorism? What consequences follow from the prominent role of psychologists in the study of political violence and terrorism? This course attempts to answer these and similar questions by a comparative examination of the theories and ethics of political violence and the root causes, nature and types, and dynamics of violence. This course also evaluates different political and security policies and methods of conflict resolution as change agents. A number of case studies of historical and contemporary conflicts are examined to illustrate the theoretical and policy dilemmas. The course has two parts. Firstly, it examines definitions and concepts, the root causes and factors of radicalization in political violence, the ethical dilemmas, the principles and efficacy of the laws and norms of armed conflict, repertoires of political violence, and the evolution from the era of decolonization of state counterinsurgency (COIN) and counterterrorism policies. Key motifs in COIN and counterterrorism will be examined including coercive versus cooperative approaches, the spectrum of dealing with communal resistance from genocide to cooption, policies of criminalization, and the balance between security and liberty. Secondly, it explores the key issues and debates through a number of case studies that analyse political violence and terrorism in democracies and non-democracies, including the insurgency and counterinsurgency in Northern Ireland and Iraq, and the new transnational challenges posed by Al Qaeda and ISIS. Throughout the course comparisons will be made and lessons drawn from the performance of different regime types (colonial, democratic, transitional democratic, and authoritarian) in managing political violence. This is a Moodle course.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
There will be a reading week in week 6 of the MT for private study and assessment preparation.
Formative coursework: One essay of 2,500 words. Students will also contribute to a group presentation.
Indicative reading: Tore Bjorgo ed. Root Causes of Terrorism, Routledge (2005); Andrew Silke ed. Terrorists, Victims and Society, Psychological Perspectives on Terrorism and its Consequences, Wiley (2003); David Whittaker, The Terrorism Reader, Routledge (3rd edn, 2007); Michael Walzer, Just and Unjust Wars: A Moral Argument with Historical Illustrations, Basic Books (1992); Arguing

about War, Yale University Press (2004); Michael Ignatieff The Lesser Evil. Political Ethics in an Age of Terror, Edinburgh University Press (2005); James Hughes, Chechnya from Nationalism to Jihad, University of Pennsylvania Press (2008); Marc Sageman, Leaderless Jihad, UPenn Press (2007): Jeff Victoroff and Arie W. Kruglanski eds, Psychology of Terrorism. Classic and Contemporary Insights, Psychology Press (2009).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4B3
MPA Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is compulsory on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is not available as an outside option.
Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.
Teaching: 7 hours and 30 minutes of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises seven 1.5 hour Capstone seminars in the MT and LT. These seminars provide guidance on planning, structuring and presenting the Capstone report and the usage of research methods. Students are asked to participate in the Capstone Professional Development exercises designed to support effective and fair group work. Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.
Formative coursework: Feedback will be provided on presentations of work-in-progress during MT and LT.
Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Common Causes of Project Failure (London: OGC, 2004); Howard White, Theory-based Impact Evaluation: Principles and Practice (3ie, 2011); Curtis Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems', chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).
Assessment: Project (100%, 15000 words) in the LT.
The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.
The group mark has three components:
1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item).
Additionally, each group member must complete the Capstone evaluation and personal reflection exercise. This will be submitted individually and separately from the report.

GV4B4
MPA Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA Policy Paper.
Course content: The aim of this course is to enable students to plan, design and conduct independent substantial research and/or analysis in an area of public policy. MPA students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their Academic Adviser. The dissertation must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge- and theory-building. The main body of the dissertation should include literature review, method of investigation, results of the analysis, discussion of findings, conclusions and theoretical and policy implications. Dissertations can utilise quantitative and/or qualitative data and draw on primary and/or secondary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing a research topic and question; designing an analytical framework; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most (Journal of Sustainable Finance and Investment, Vol 3, No 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Diana Ridley, The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series, 2008); Christopher Hart, Doing Your Masters Dissertation (SAGE Study Skills Series, 2004); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003)
Assessment: Dissertation (90%, 10000 words) in the ST.
Other (10%) in the MT.

1) A 1,500 word dissertation proposal consisting of the title, abstract, research question and hypothesis, justification for research, feasibility of the dissertation topic, an explanation of sources, provisional structure and analytical framework will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

GV4B6 Half Unit
Kant's Political Philosophy

This information is for the 2017/18 session.
Teacher responsible: Prof Katrin Flikschuh CON6.08
Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
Optional for MSc Political Theory; open to others as an outside option on request.
This course is capped at 2 groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Pre-requisites: None, though an appetite for abstract philosophical thought will be an advantage (however, no previous experience is required)
Course content: An introduction to and critical appraisal of Immanuel Kant's political philosophy. Despite the enormous influence which Kant's moral philosophy has exerted on debates in contemporary liberal thinking, his political philosophy has until recently been largely ignored. This is beginning to change: Kant's political philosophy is beginning to be studied in its own right. Such study shows that his political thinking diverges in many of its central aspects from contemporary liberal thinking: the impact of Kant's thought upon the latter must, therefore, be re-assessed. Through close reading and analysis of the primary texts, this course introduces students to Kant's distinctive approach to political thinking. Core texts will include selected passages from the Doctrine of Right (Part 1 of the Metaphysics of Morals); Kant's celebrated essay, 'On Perpetual Peace'; and his less well known, but no less important essay 'On the Common Saying: "This may be true in theory, but does it work in Practice".' The analytic and substantive focus will be on three interrelated themes: Kant's idea of freedom as an idea of reason; his account and justification of individual property rights and related conception of state authority; and his cosmopolitan conception of justice. Although the analytic and philosophical focus will be on Kant's own political thinking, we shall compare and contrast Kant's position with contemporary Kantian liberalism wherever appropriate.
Teaching: 20 hours of seminars in the LT.
Additional one-to-one advice sessions on assessed essay writing in ST.
There will be a reading week in week 6 of the LT for private study and formative/summative assessment preparation.
Formative coursework: Students are expected to come well prepared and take an active role in seminar discussion. Students are expected to write one formative essay (of up to 2500 words). These will be marked and commented, but do not count towards formal assessment for this course.
Indicative reading: Kant, The Metaphysics of Morals, Part 1; Kant, Groundwork of the Metaphysics of Morals; M Timmons (ed.), Kant's Metaphysical of Morals. Interpretative Essays; Katrin Flikschuh; Arthur Ripstein, Force and Freedom. Kant's Legal and Political Philosophy; Onora O'Neill, Towards Justice and Virtue; Onora O'Neill, Constructions of Reason; Pauline Kleingeld, Kant and Cosmopolitanism; Stephen Darwall, The Second-Person Standpoint.
Assessment: Essay (100%, 5000 words).

GV4B7 Half Unit
The Liberal Idea of Freedom

This information is for the 2017/18 session.
Teacher responsible: Mr David Axelsen
Availability: This course is available on the MSc in Human Rights and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at two groups.
The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Pre-requisites: Basic familiarity with concepts and methods in normative political theory.
Course content: The concept of freedom is often invoked in political life. Many policies and broader political agendas are justified in its name. In fact, an entire political ideology, 'liberalism' (arguably the dominant one in the Western world) appears to be built around the idea of freedom. But what, exactly, does freedom mean? Is freedom best understood in terms of absence of interference or in terms of non-domination? Is one made unfree only when one's rights are violated? Does poverty constitute a constraint on freedom? And could citizens of an authoritarian regime be described as free? These are some of the questions addressed in this module. Depending on the particular year in which the module is taught, the approach taken may be either historical or contemporary-analytic or a combination of the two. Consequently, authors discussed may include key historical thinkers such as Hobbes, Locke, Rousseau, and Kant, as well as contemporary scholars such as Isaiah Berlin, Charles Taylor, Philip Pettit, Quentin Skinner, Amartya Sen and others. The overall aim of the course is to enable students to assess the quality and strength of different theorists' conceptions of freedom and to deploy those conceptions in the analysis and justification of some core institutions within the liberal state.
Teaching: 20 hours of seminars in the MT.
Two-hour weekly sessions in the MT.
There will be a reading week in week 6 of the MT for advice and feedback.
Formative coursework: All students are expected to submit one formative (non-assessed) essay.
Indicative reading: Isaiah Berlin, 'Two Concepts of Liberty' in Berlin, Liberty (edited by Henry Hardy); Gerald MacCallum, 'Negative and Positive Freedom', in Philosophical Review, 76 (1967); Phillip Pettit, A Theory of Freedom; I. Carter, 'The Independent Value of Freedom', Ethics, 105 (1995), 819-45; Robert Nozick, Anarchy, State, and Utopia; G. A. Cohen, 'Capitalism, Freedom and the Proletariat' in Miller (ed.) Liberty; John Stuart Mill, On Liberty; Jean-Jacques Rousseau, The Social Contract; Thomas Hobbes, Leviathan; John Locke, Second Treatise of Government, Immanuel Kant, The Metaphysics of Morals.
Assessment: Essay (100%, 4000 words).
The extended essay will be based on a topic examined in the course.

GV4B8 Half Unit Not available in 2017/18
Contemporary Civil Wars: Comparative Case Studies

This information is for the 2017/18 session.
Teacher responsible: Dr William Kissane CON5.06
Availability: This course is available on the MSc in Comparative Politics and MSc in Conflict Studies. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course examines social science explanations of the origins, intractability and outcomes of civil wars. It does this through the comparative analysis of various cases. These cases

may vary from year to year. Particular stress is on: The Concept of Civil War. Patterns of civil war since 1945. Large N approaches. Decolonisation, Democratisation, and State-Building as causes of civil war. The emergence of security dilemmas. Theories of conflict resolution, reconstruction and the settlement of civil wars.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
There will be a reading week in week 6 of the LT for private study and assessment preparation.
Formative coursework: All students are expected to submit two non-assessed essays.
Indicative reading: P Collier and N Sambanis (eds) Understanding Civil War: Evidence and Analysis (The World Bank); C Cramer, Civil War is not a Stupid Thing (Hurst and Co); K Holsti, War the State and the State of War (Cambridge University Press), R Paris, At War's End (Cambridge University Press).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4B9 Half Unit
The Second Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Vesselin Dimitrov CON 3.06
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in European Studies (Research), MSc in Global Europe: Culture and Conflict and MSc in Global Europe: Culture and Conflict (LSE & Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course explores the problems of delayed modernisation, problematic democratisation, conflictual nation-building and geopolitical insecurity in the European semi-periphery, including countries such as Russia, Poland, Spain, Italy, Austria-Hungary, and Sweden. It analyses the socio-economic structures, political issues and problems shared by the European semi-periphery from the first wave of liberal globalisation and the emergence of mass politics in the late 19th century to European integration in the early 21st century. It analyses the strategies adopted by political elites and social classes in the face of modernisation, imperial decline, nationalism, and European integration.
Course topics include: The emergence of core and semi-periphery in Europe; Problems of modernisation; Ruling elites and structures of power; State nationalism, sub-state nationalism and problems of nation-state building; Religion: the socio-political power of the church; Political parties and ideologies; Fascism and varieties of right-wing authoritarianism in the 1920s and 1930s; Communism; Empire and EU integration.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
There will be a reading week in Week 6 of the LT for private study and assessment preparation.
Formative coursework: Students are required to submit one formative essay of 2,000 words.
Indicative reading: J Breuilly, Nationalism and the State (MUP, 1993); E Hobsbawm, The Age of Capital, 1848-1875 (London, 1975), The Age of Empire, 1875-1914 (London, 1989), Age of Extremes: The Short Twentieth Century, 1914-1991 (London, 1994), and Nations and Nationalism since 1780 (Cambridge, 1992); D Lieven, Empire (London, 2000), and The Aristocracy in Europe, 1815-1914 (London, 1992); M Mann, The Sources of Social Power. Vol. 2, The Rise of Classes and Nation States, 1760-1914, Vol. 3, Global Empires and Revolution, 1890-1945, and Vol. 4, Globalizations, 1945-2011 (Cambridge, 2012-13); B Moore, Social Origins of Dictatorship and Democracy (Boston, 1967); K Polanyi, The Great Transformation: The Political and Economic Origins of Our Time (Boston, 2001); N Stone, Europe Transformed 1878-1919 (Oxford, 1999); J Zielonka, Europe as Empire: The Nature of the Enlarged European Union (Oxford, 2007).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words).

GV4C2 Half Unit
Globalisation, Conflict and Post-Conflict Reconstruction

This information is for the 2017/18 session.
Teacher responsible: Dr Denisa Kostovicova CON 4.15
Additional teaching: Dr Vesna Bojicic-Dzelilovic
Availability: This course is available on the MSc in African Development, MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Politics, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
The students of MSc in Conflict Studies, MSc in Global Politics, MSc in Global Politics (Global Civil Society), and MSc in Comparative Politics have priority access to the course.
This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible. It is capped at 2 groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: The course offers a theoretically informed account of the challenges faced by post-totalitarian transition countries emerging out of totalitarian regimes in the era of globalisation, and examines them empirically in reference to examples from the Balkans, the Caucasus and the Middle East. The regions chosen are those which have experienced particular difficulties in effecting a peaceful process of transition to democracy, market economy and integration in a multilateral system. The course will start with an introduction to theories of globalisation and the reasons why the legacy of totalitarianism is different from the legacy of classic authoritarian states. The course is structured around three issue areas: political ideologies and state breakdown; transition economy and organised crime; post-totalitarian society. It looks at nationalism linked to global diasporas and fundamentalist networks, new wars in the context of international intervention, and international protectorates. Transition economy includes both an introduction to transition strategies (privatisation, liberalisation and macro-economic stabilisation) as well as the perverse effects of illegal economic networks and organised crime stemming both from the totalitarian past and the impact of globalisation. The last block of questions investigates post-totalitarian societies from the perspective of transition justice, (un)civil societies and new minorities. While analysing these issues accompanied with relevant regional illustrations particular attention is made to grasp unique aspects of post-totalitarianism triggered by the simultaneity of transition and globalisation.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
There will be a reading week in week 6 of the MT.
Formative coursework: All students are expected to produce one written essay, plus one short presentation on topics assigned to them.
Indicative reading: Mary Kaldor, New and Old Wars: Organised Violence in a Global Era, Polity, 1999; Denisa Kostovicova and Vesna Bojicic-Dzelilovic (eds) Persistent State Weakness in the Global Age, Ashgate, 2009; Miles Kahler and Barbara F. Walter (eds) Territoriality and Conflict in an Era of Globalization, Cambridge University Press, 2009; Robin Cohen, Global Diasporas: an Introduction, UCL Press, 1997; Mark Juergensmeyer, Terror in the Mind of God: the Global Rise of Religious Violence, University of California Press, 2000; Anthony Giddens, Runaway World: How

Globalisation is Reshaping our Lives, Profile, 2002; Ruti Teitel, Humanity's Law, Oxford University Press, 2011; Naomi Roht-Arriaza and Javier Mariezcurrena (eds) Transitional Justice in the Twenty-first Century: Beyond Truth versus Justice, Cambridge University Press, 2006; Cohen Stanley, States of Denial: Knowing About Atrocities and Suffering, Cambridge, UK, Polity, Malden, MA, Blackwell Publishers, 2001; R Naylor, Wages of Crime: Black Markets, Illegal Finance and the Underworld Economy, Cornell University Press, 2002; Richard Caplan, International Governance of War-Torn Territories: Rule and Reconstruction, Oxford University Press, 2005; Petr Kopecky & Cas Mudde (eds), Uncivil Society?: Contentious Politics in Post-Communist Europe, Routledge, 2002; David Chandler, International Statebuilding: The Rise of Post-Liberal Governance, Routledge, 2010; Rory Stewart and Gerald Knaus, Can Intervention Work?, W.W. Norton, 2011.
Assessment: Essay (100%, 5000 words) in the LT.

GV4C4 Half Unit Not available in 2017/18
Legislative Politics: US

This information is for the 2017/18 session.
Teacher responsible: Prof Cheryl Schonhardt-Bailey CON6.05
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Comparative Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students who are taking GV4C6 Legislative Politics: European Union cannot take this course.
Course content: This course provides an advanced analysis of the theory and practice of legislative politics in the United States of America.
This course provides an in-depth analysis of the theory and practice of legislative politics. In the early weeks of the course we examine interests-based and ideology-based theories of legislative politics, theories of committee and party organisation, the role of deliberations in congressional debates and hearings, and the legislative process. Later in the course, we examine the legislative process in more detail, using important episodes in US legislative politics, with topics including Depression era trade conflicts (e.g., the Smoot-Hawley Tariff of 1930 and the Reciprocal Trade Agreements Act of 1934) , congressional activism and partisan polarization, and social issues (abortion).
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
There will be a reading week in week 6 of the LT for private study and assessment preparation.
Formative coursework: Students will be required to submit one formative essay in week 6.
Indicative reading: R. H. Davidson, et al, Congress and Its Members (CQ Press, 2008); Charles Stewart, Analyzing Congress, W W Norton, 2001; D R Mayhew, Congress, The Electoral Connection, Yale University Press, 1974; D R Mayhew, America's Congress: Actions in the Public Sphere, James Madison Through Newt Gingrich, 2000; K T Poole, & H Rosenthal, Congress: A Political-Economic History of Roll Call Voting, Oxford University Press, 1997; P. Hernson, Congressional Elections: Campaigning at Home and in Washington, 5th ed (CQ Press, 2008); G.W. Cox & M.D. McCubbins, Setting the Agenda: Responsible Party Government in the US House of Representatives, Cambridge University Press, 2005 ; G. Mucciaroni & P.J. Quick, Deliberative Choices: Debating Public Policy in Congress (University of Chicago Press, 2006).
Assessment: Essay (90%, 5000 words) and in class assessment (10%).

GV4C5 Half Unit
Politics of Economic Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Cheryl Schonhardt-Bailey CON6.05
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
It is capped at 1 group, and is approved by process of application. The deadline for applications will be 1:00 pm, Friday 29 September, 2017. You will be informed of the outcome by 12 noon, on Monday 2 October 2017.
Course content: This course provides an advanced policy-oriented analysis of the politics of economic policymaking in advanced industrialized countries drawing on both contemporary, historical and comparative introduction into the politics of economic policy. It applies explicitly the frameworks of interests-based, ideational and institutional approaches to the study of economic policies. It seeks to explore both the independent and interactive effects of interests, ideas and institutions on economic policies. These policies include macroeconomic policy areas such as financial stability and financial crises, independent central banking, as well as trade policy (contemporary and classic case studies), and economic aspects of Brexit.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. Early weeks present the theoretical frameworks of interests, ideas and institutions, as applied to the politics of economic policymaking more generally. The remaining weeks focus on specific economic policies, including independent central banking, financial stability and financial crises, trade and Brexit. Three of the course lectures will be given jointly with the undergraduate course, Politics of Money and Finance in Comparative Perspective (GV309).
There will be a reading week in week 6 of the MT for private study and assessment preparation.
Formative coursework: Students will be required to submit one formative essay in the MT.
Indicative reading: C. Reinhart & K. Rogoff, This Time is Different: Eight Centuries of Financial Folly, Princeton University Press, 2009; C. Schonhardt-Bailey, From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective, MIT Press, 2006; C. Schonhardt-Bailey & A. Bailey, Deliberating American Monetary Policy: A Textual Analysis, MIT Press, 2013; F McGillivray, Privileging Industry: The Comparative Politics of Trade and Industrial Policy, Princeton, 2004; Alan S Blinder, Central Banking in Theory and Practice, Cambridge, MIT Press, 1998; Kathleeen R McNamara, Currency of Ideas: Monetary Politics in the European Union, Cornell University, 1998; A D Sheingate, The Rise of the Agricultural Welfare State: Institutions and Interest Group Power in the United States, France, and Japan, Princeton University Press, 2001; A. S. Blinder, After the Music Stopped: The Financial Crisis, the Response, and the Work Ahead (Penguin 2013); M King, The End of Alchemy, Little Brown, 2016.
Assessment: Essay (90%, 5000 words) and in class assessment (10%).
10 % in-class seminar presentation; 90 % essay (5000 words),

GV4C6 Half Unit Not available in 2017/18
Legislative Politics: European Parliament

This information is for the 2017/18 session.
Teacher responsible: Dr Lukas Obholzer.
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic

Policy, MPA in Public and Social Policy, MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at two groups. The deadline for receipt of applications will likely be between Friday 25 September and Friday 9 October 2015, depending on the course. The exact deadline for applications will be confirmed at your programme induction. Please provide a rationale setting out your motivations for taking this course via the LSE for You system.
This course cannot be taken with GV4C4 Legislative Politics: US.
Course content: The course provides a theoretical and empirical analysis of legislative politics in the European Union, focussing on political behaviour and organization in the European Parliament, and the role of the European Parliament in the EU's legislative procedures.
At a theoretical level, the course will introduce the student to general theories of legislative behaviour and organization - such as the role of interests and ideology in legislative politics, how legislative parties and committees work, the use of NOMINATE to 'map' legislative voting behaviour, and how agenda-setting and veto-power rules shape policy outcomes. At an empirical level, the course will focus on the operation of the EU legislative process, behaviour and political organisation inside the European Parliament, and how the interaction between the EP, the Council and the Commission shapes EU policy outcomes.
Teaching: 15 hours of lectures and 12 hours of seminars in the LT. There will be a reading week in week 6 of the LT for assessment preparation and a two hour revision seminar in week 11.
Formative coursework: Students will be required to write one non-assessed short essay plus a 4,000 word assessed long-essay. The long essay should be an 'analytic narrative' of a piece of EU legislation. The lecture and seminar during the reading week will be dedicated to explaining the essay project.
Indicative reading: S Hix, A Noury & G Roland, Democratic Politics in the European Parliament, Cambridge, 2007; S Hix & R Scully (Eds), The European Parliament at Fifty, special issue of Journal of Common Market Studies 41(2), 2003; R Corbett, F Jacobs & M Shackleton, The European Parliament, 8th edn, Harper, 2011; G Tsebelis, Veto Players: How Political Institutions Work, Princeton University Press, 2002.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 4000 words).

GV4C7 Half Unit Not available in 2017/18
Nationalism and War

This information is for the 2017/18 session.
Teacher responsible: Dr John Hutchinson CON3.02
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies and MSc in Empires, Colonialism and Globalisation. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other students may only attend subject to numbers, their own degree regulations and with the permission of the teacher responsible.
Course content: Investigations into the relationships between warfare and the formation of national identities, and the implications of this analysis for understanding contemporary politics.
The issues cover three main areas: War and the origins of national identities, including state formation and territorialisation; the construction of collective memories; imperial collapse and national liberation wars; Modern wars: the formation of national societies, including conscription and national citizenship; total wars, class, and the mass nation; genocide; Contemporary wars: trauma and post-nationalism; religio-national wars; new wars debates.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Week 6 of the MT will be a reading week.
Formative coursework: Students are required to write two 1,500 word essays.
Indicative reading: J. Hall and S. Malesevic, Nationalism and War, 2013; M. Centeno, Blood and Debt,1993; R. Collins, Macrohistory, 2000, M. Howard, War in European History,1976; J. Comaroff and P.Stern (eds.) Perspectives on Nationalism and War, 1995; M Juergensmeyer, The New Cold War? 1993;; M Mann, The Sources of Social Power, Vol 2, 1993; M. Mann, The Dark Side of Democracy, 2005; C Marvin & D Ingle, Blood Sacrifice and the Nation, 1998; G Mosse, Fallen Soldiers, 1991; H. Munkler, The New Wars, 2005; A D Smith, Chosen Peoples, 2003; J. M. Winter and E. Sivan. (eds.), War and Remembrance in the Twentieth Century, 1999; A. Wimmer, Waves of War, 2012.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4C8 Half Unit
Game Theory for Political Science

This information is for the 2017/18 session.
Teacher responsible: Dr Marco Giani
Availability: This course is compulsory on the MSc in Political Science and Political Economy. This course is available on the MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
MSc Political Science and Political Economy students will be granted priority access as this is a compulsory course on this programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teachers responsible.
Course content: Introduction to game theory for graduate students of political science
1. The ingredients of games. Static games of complete information. Normal form and extensive form representation. Dominant strategies. Iterated deletion of strictly dominated strategies. Nash equilibrium.Mixed strategies.
2. Dynamic games of complete information. Backward induction and subgame perfection. Sequential bargaining. Finitely and infinitely repeated games. The Folk theorem.
3. Bayes rule and rationality. Bayesian Nash equilibrium. Perfect Bayesian equilibrium.
4. Applications to Political Science.
Teaching: 20 hours of lectures and 8 hours of seminars in the MT. 1 hour of seminars in the ST.
In addition students will sit a two hour mock exam in week 11 of MT.
Formative coursework: Weekly problem sets to be completed and discussed in class.
Indicative reading: The core text for the course is M J Osborne, An Introduction to Game Theory, Oxford University Press 2004
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4C9 Half Unit
Democratization and its Discontents in Southeast Asia

This information is for the 2017/18 session.
Teacher responsible: Prof John Sidel CON4.02
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Development

Management, MSc in Development Studies, MSc in Global Politics and MSc in Religion in the Contemporary World. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at one group. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: This course focuses on the variegated patterns of democratization observed in Southeast Asia over the past few decades. Special attention is paid to the three democracies in the region (Indonesia, the Philippines, and Thailand), to the endurance of authoritarianism and the prospects for democracy in Burma, and to 'creeping pluralism' and 'creeping constitutionalism' in Vietnam. The course examines important trends and developments accompanying democratization in the region - in government-business relations, in local politics, in civil society, in religious practices, in inter-communal relations, and in the organization and use of violence in politics. Throughout the course, the countries examined are treated as cases suitable for analysis and comparison in the light of the broader Comparative Politics and Global Politics literatures on democratization and its discontents.
The course begins by situating democratization in Southeast Asia against a comparative historical and sociological backdrop, paying close attention to the variegated patterns of class, state, and religious formation in the region. The course compares patterns of democratization in the Philippines, Thailand, and Indonesia, while examining the constraints on democratization elsewhere in Southeast Asia. Lectures, readings, and seminar discussions then turn to key trends accompanying democratization in Southeast Asia. The trends examined include campaigns against 'corruption' and in support of 'the rule of law' and 'good governance'; social movements and struggles for popular empowerment; the democratization of religious practices and institutions; religious violence, and separatist mobilization. These trends are treated through comparative analysis of different cases within Southeast Asia and in the light of relevant theoretical literatures drawn from Comparative Politics and Global Politics.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT.
There will be a reading week in week 6 of the MT for complementary structured learning activities.
Formative coursework: One non-assessed 1,000 word essay.
Indicative reading: Muthiah Alagappa (ed.), Civil Society and Political Change in Asia: Expanding and Contracting Democratic Space (Stanford: Stanford University Press, 2004); Edward Aspinall and Marcus Mietzner (eds.), Problems of Democratisation in Indonesia: Elections, Institutions and Society (Singapore: Institute of Southeast Asian Studies, 2010); Eva-Lotta Hedman, In the Name of Civil Society: From Free Election Movements to People Power in the Philippines (Honolulu: University of Hawaii Press, 2005); Duncan McCargo, Tearing Apart the Land: Islam and Legitimacy in Southern Thailand (Ithaca: Cornell University Press, 2008); Lan Nguyen, Guerrilla Capitalism: The State in the Market in Vietnam (Oxford: Chandos, 2009); Pasuk Phongpaichit and Chris Baker, Thaksin: The Business of Politics in Thailand (Copenhagen: Nordic Institute of Asian Studies, 2004); Richard Robison and Vedi R. Hadiz, Reorganising Power in Indonesia: The Politics of Oligarchy in an Age of Markets (London: Routledge Curzon, 2004); John T. Sidel, Riots, Pogroms, Jihad: Religious Violence in Indonesia (Ithaca, Cornell University Press, 2007); Philip Taylor, Goddess on the Rise: Pilgrimage and Popular Religion in Vietnam (Honolulu: University of Hawai'i Press, 2004); Robert H. Taylor, The State in Myanmar (Singapore: National University of Singapore Press, 2009).
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Essay (50%, 3000 words).

GV4D3 Half Unit

Local Power in an Era of Globalization, Democratization, and Decentralization

This information is for the 2017/18 session.
Teacher responsible: Prof John Sidel CON4.02
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Development Studies and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible. It is capped at 2 groups. The deadline for receipt of applications is 1pm, Friday 29 September 2017. You will be informed of the outcome by 12 noon, Monday 2 October 2017.
Course content: Over the course of the past two decades, the inter-related processes of marketization, democratization, and decentralization are said to have generated new social forces and political freedoms in localities around the world. Market reforms and village elections in China, the end of Communist Party rule in Russia and Eastern Europe, and trends of (re)democratization in Asia, Africa, and Latin America have all offered new opportunities for local people to effect change in local politics around the world. Yet academic, journalistic, and policy accounts have highlighted the rise and resilience of 'local despotisms' – "authoritarian enclaves," "bosses", "caciques", "chiefs", "clans", "local strongmen", "mafias", "warlords" – in the midst of this reworking of market, electoral, and administrative circuitries. This course focuses on this phenomenon of what scholars have come to call 'subnational authoritarianism', competing explanations for its emergence and entrenchment, the diversity of its manifestations, and various challenges mounted against its perpetuation. The goals of the course are twofold. First, the course offers a critical examination of competing accounts of and explanations for the phenomenon of 'subnational authoritarianism' in the developing world. Second, the course helps students think more carefully, critically, and creatively about local politics more broadly, and to do so with an eye towards the comparative analysis of local power structures rooted in local economies and societies. The course begins with an examination of an emerging new political-science literature on 'subnational authoritarianism' and a more established body of scholarship on clientelism and machine politics. The course then turns to case studies in diverse settings, ranging from southern Italy to China, India, Indonesia, Nigeria, and Russia, and extending to cases of 'warlordism' in contexts such as contemporary Afghanistan, Iraq, and Somalia. The readings allow students to examine and evaluate competing explanations for the rise and entrenchment of local bosses, chiefs, clans, and mafia, diverging descriptions of their modes of domination, and alternative accounts of their disappearance, evolution, or transformation in the face of economic, social, and political change. Successive weeks also explore the links between constellations in local politics on the one hand, and patterns of economic development, ethnic conflict, and religious mobilization on the other. The final weeks of the course shift attention to the efforts to challenge entrenched local power structures and to create "countervailing power" through popular mobilization, political participation, and social empowerment in localities in diverse settings across the world.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 1 hour of lectures in the ST.
There will be a reading week in week 6 of the LT for complementary structured learning activities.
Formative coursework: One non-assessed 1,000 word essay.
Indicative reading: Javier Auyero, Poor People's Politics: Peronist Survival Networks and the Legacy of Evita (Durham: Duke University Press, 2000); Ward Berenschot, Riot Politics: Hindu-Muslim Violence and the Indian State (New York: Columbia University Press, 2011); Judith Chubb, Patronage, Power, and Poverty in Southern Italy: A Tale of Two Cities (Cambridge: Cambridge University Press, 1982); Vladimir Gel'man and Cameron

Ross (eds.), The Politics of Sub-National Authoritarianism in Russia (Farnham, Surrey: Ashgate, 2010); Edward L. Gibson, Boundary Control: Subnational Authoritarianism in Federal Democracies (Cambridge: Cambridge University Press, 2013); Kimberly Marten, Warlords: Strong-Arm Brokers in Weak States (Ithaca, NY: Cornell University Press, 2012); Robert Waite Mickey, Paths Out of Dixie: The Democratization of Authoritarian Enclaves in America's Deep South (Princeton: Princeton University Press, 2013); Gulnaz Sharafutdinova, Political Consequences of Crony Capitalism inside Russia (Notre Dame: Notre Dame University Press, 2010); John T. Sidel, Capital, Coercion, and Crime: Bossism in the Philippines (Stanford: Stanford University Press, 1999); Jane C. Schneider and Peter T. Schneider, Reversible Destiny: Mafia, Antimafia, and the Struggle for Palermo (Berkeley: University of California Press, 2003).
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 3000 words).

GV4D4 Half Unit
The Politics of Inequality and Redistribution

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan Hopkin CON5.18
Availability: This course is available on the MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Politics, MSc in Inequalities and Social Science, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at three groups.
The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: This course provides an overview of contemporary redistributive politics in the rich democracies. The objective is to explain why the distribution of wealth, income and opportunities differs so much between democratic countries with similar levels of economic development. The course draws largely on literature from the field of comparative politics, although perspectives from other disciplines - such as economics and social policy - are brought in as appropriate. The focus is on tracing the interactions between political institutions such as political parties and elections, labour market institutions, and the redistributive institutions of the welfare state. This approach is used to examine the growth of the public sector in the twentieth century, the differences between Social Democratic and Christian Democratic welfare states, the impact of wage bargaining institutions, the redistributive implications of age, gender and territorial location, and redistribution through corruption and rent-seeking. By tracing interactions between constitutional arrangements, electoral politics, and the institutions of the welfare system and the labour market, explanations can be provided for the striking differences in social cohesion and human development amongst the world's rich democracies.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.
Lecture will run weeks 1-5 and 7-11. Seminars will run weeks 1-5 and 7-11. There will be a reading week in Week 6.
Formative coursework: All students are expected to submit one non-assessed essay.
Indicative reading: Esping-Andersen, Gosta (1990), The Three Worlds of Welfare Capitalism. Cambridge: Polity Press; Piketty, Thomas (2014), Capital in the Twenty-First Century. Cambridge: Belknapp; Alesina, Alberto and Edward Glaeser (2004). Fighting Poverty in the US and Europe. A World of Difference. Oxford: Oxford University Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4D5 Half Unit
Organisations, Power and Leadership

This information is for the 2017/18 session.
Teacher responsible: Professor Patrick Dunleavy (CON.5.19)
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Modern governance involves leaders in the public sector (and also in firms and NGOs) in balancing the exercise of power with the development of organisational culture and institutions, and the management of coalitions and delegations of power to sub-leaders. Power involves both resources and coalitionality and power is complex because it means both overcoming resistance in conflicts of interest and helping organisations and collectivities to achieve actors' common goals. Similarly, leaders must fit with, sustain and develop existing organisational and institutional strengths, while also often seeking to reform their processes or change their direction of development. Finally, leaders as generalists need to work effectively with delegates who possess far more information and expertise on specialist matters. This half-unit course explores these areas of tension and negotiation of leadership by analysing one policy-making case study per week, in tandem with relevant theory and analysis papers. Each session includes an introductory lecture/talk, plus student-led discussions of that week's practical case and key analytic readings.
Teaching: 20 hours of seminars in the MT.
There will be ten combined lecture/seminar sessions, each lasting two hours, during the MT.
This course will have a reading week in Week 6.
Formative coursework: Students are encouraged to complete formative versions of the case analysis (due in December) and of the final essay (due in January) and to discuss them with Professor Dunleavy during MT.
Indicative reading: A full reading list will be distributed at the beginning of the course.
Useful preliminary readings are:
J. Dryzek and P. Dunleavy, Theories of the Democratic State (Palgrave Macmillan, 2009); H. Mintzberg, Structure in Fives (Prentice Hall, 1983); V. Lownes and M. Roberts, Why Institutions Matter: The New Institutionalism in Political Science (Palgrave Macmillan, 2013); K. Dowding, Encyclopaedia of Power (Sage, 2010) [skim]; J. S. Nye, Powers to Lead (Oxford University Press, 2008); T. Dewan and R. Hortala Vallve, 'The Three A's of Government Formation; Appointment, Allocation and Assignment', American Journal of Political Science (2011, 55 (3), 610-62)
Assessment: Essay (65%, 4000 words) in the LT.
Other (35%) in the MT.
A Case Analysis of no more than 2,000 words will count for the "other" 35% of the assessment for this course.

GV4D7 Half Unit
Dilemmas of Equality

This information is for the 2017/18 session.
Teacher responsible: Dr Sarah Goff
Availability: This course is available on the MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Inequalities and Social Science and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 2 groups. The deadline for applications will be 1:00 pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: The course starts with the general questions of why equality matters and what is to be equalized. It then introduces some of the major debates in the contemporary egalitarian literature: equality of opportunity versus equality of outcome; luck egalitarianism versus relational equality; and social equality versus global equality. Throughout the course, and particularly in the latter half, we consider concrete social problems and dilemmas faced by those who are committed to the ideal of equality. Topics covered this year include discrimination, and policies that aim to reduce inequalities between social groups.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. There will be a reading week in Week 6 of the LT for private study and assessment preparation.
Formative coursework: Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.
Indicative reading: Samantha Brennan 'Feminist Ethics and Everyday Inequalities' Hypatia 24, 2009; Derek Parfit, 'Equality and Priority' Ratio 10, 1997; Ronald Dworkin, Sovereign Virtue: the Theory and Practice of Equality (Harvard University Press, 2000); Clare Chambers, 'Every Outcome is Another Opportunity: Problems with the Moment of Equal Opportunity' Politics, Philosophy, and Economics 8, 2009; Charles Beitz, 'Does Global Inequality Matter?' Metaphilosophy 32, 2001; Elizabeth Anderson, 'What is the Point of Equality?' Ethics 109, 1999; Shlomi Segall, 'What's so Bad about Discrimination?' Utilitas 24, 2012; Heath Fogg Davis, 'Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique' Perspectives on Politics 12, 2014.
Assessment: Essay (100%, 5000 words).

GV4E1 Half Unit
Comparative Democratization in a Global Age

This information is for the 2017/18 session.
Teacher responsible: Dr. Chelsea Johnson
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies and MSc in Global Politics. This course is available as an outside option to students on other programmes where regulations permit.
This course is capped at 2 groups. The deadline for enrolments is 1pm, Friday 29 September 2017. You will be informed of the outcome by 12 noon, Monday 2 October 2017.
Course content: To introduce students to the fundamental political science debates about the phenomenon of democratization, to explore the explanatory strength of key paradigms, and to compare distinct modes of democratization. Specific topics are: Definitions of democratization and democratic consolidation; capitalist development and democratization, civil society, elite transitions and international interventions, post-communist transitions, post-civil war democracy, democratic revolutions, constitutional moments and hybrid regimes.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of seminars in the ST.
There will be a reading week in week 6 of the MT for private study and assessment preparation.
Formative coursework: All students are expected to submit two non-assessed essays.
Indicative reading: D Potter et al, Democratization, J. Grugel, Democratization, Rueschmeyer, Stephens and Stephens, Capitalist Development and Democracy; J Linz and A S Stepan, Problems of Democratic Transition and Consolidation
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4E2 Half Unit
Capitalism and Democracy

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan Hopkin
Dr Brian Klaas
Availability: This course is available on the MSc in Comparative Politics, MSc in Global Politics and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Available as an outside option and for students on other programmes with the teacher's consent. This course is capped at 3 groups.
The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: Compatibility and incompatibility of capitalism and democracy; Constitutional restraints on economic policymaking in central banking and property rights; Democracy and economic inequality; World context and the compatibility of democracy and capitalism; Democracy and economic crisis. This course examines the uneasy interaction between the two dominant concepts underpinning political and economic institutions in advanced industrial societies. It addresses in particular questions about the relationship of capitalism to democracy, both conceptually and empirically. We consider whether democracy undermines or supports capitalism, focusing on policies relating to central banking, redistribution, and property rights. We also examine how capitalism may undermine or sustain democracy and whether contemporary international circumstances heighten the tension between democracy and capitalism.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.
There will be a reading week in week 6 of the LT for dissertation support and preparation.
Formative coursework: All students are expected to submit one non-assessed essay
Indicative reading: Schumpeter, Capitalism, Socialism, and Democracy. Holmes, 'Precommitment and the Paradox of Democracy'. Mill, Considerations on Representative Government. Kalecki, 'Political Aspects of Full Employment'. Olson, 'Dictatorship, Democracy, and Development'. Stiglitz, 'Central Banking in a Democratic Society'. Beard, An Economic Interpretation of the Constitution of the United States. Kenworthy and Pontusson, 'Rising Inequality and the Politics of Redistribution in Affluent Countries.'
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4E3 Half Unit Not available in 2017/18
Democratisation, Conflict and Statebuilding

This information is for the 2017/18 session.
Teacher responsible: Prof James Hughes CON5.05
Availability: This course is available on the MSc in Conflict Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is a recommended paper 2 option for the MSc Conflict Studies. Preference is given in the first instance to Conflict Studies students, and then, if there is space, to Global Politics students. This course is capped at two groups and requires that students (regardless of Department or MSc programme) apply via the department's capped course process.The deadline for receipt of applications will likely be between Friday 25 September and Friday 9 October 2015, depending on the course. The exact deadline for applications will be confirmed at your programme induction.
Course content: This course provides a theoretically informed assessment and critique of the debates on the relationship between democratization, violent conflict and state-building. It

seeks to explain why some state-building projects have succeeded while others failed or are failing. Case studies will be drawn from post-communist Europe and Eurasia, principally focusing on the Western Balkans, North and South Caucasus, and Central Asia, including Afghanistan. Themes considered include: state collapse of the USSR and Yugoslavia, theories and forms of state-building, democratization, nationalism and nation-state building, internal armed conflicts; conceptualising 'failed state'; nationalist mobilisation and the 'nationalising' state; 'ethnic democracies'; authoritarian state-building; secession and national and ethnic conflict management; the political economy of armed conflicts; democracy promotion, international conditionality and intervention, in particular by the EU and U.S. ; the politics and security challenges posed by 'frozen conflicts'. As an LSE Moodle course, most of the weekly essential readings are available online.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
Please note that in the 2015-16 session this course will be taught in an intensified manner over 6 weeks instead of 11 weeks. There will be a reading week in week 6 of the LT for private study, assessment preparation and other support activities.
Formative coursework: Students are expected to submit one essay outline (1000 words) in preparation for the assessed essay, and prepare one group seminar presentation.
Indicative reading: David Laitin, Nations, States and Violence, Oxford, 2007; Philip G. Roeder and Donald Rothchild eds, Sustainable Peace. Power and Democracy after Civil Wars, Cornell, 2005; James Hughes, Chechnya. From Nationalism to Jihad, Penn Press, 2007; Gwendolyn Sasse, The Crimea Question. Identity, Transition and Conflict, Harvard, 2007; James Hughes & Gwendolyn Sasse (Eds), Ethnicity and Territory in the Former Soviet Union, Routledge, 2001; Christoph Zurcher, The Post-Soviet Wars: Rebellion, Ethnic Conflict, and Nationhood in the Caucasus, New York University Press, 2007; David Chandler, From Kosovo to Kabul: Human Rights and International Intervention, Pluto, 2002; David Chandler, Empire in Denial. The Politics of State-Building, Pluto, 2006; Jan Koehler and Christoph Zurcher eds, Potentials of Disorder Explaining Conflict and Stability in the Caucasus and in the Former Yugoslavia, Manchester, 2003.
Assessment: Essay (100%, 5000 words).

GV4E8 Half Unit

Conflict and Institutional Design in Divided Societies

This information is for the 2017/18 session.
Teacher responsible: Dr Paul Mitchell CON5.14
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Politics and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Priority will be given to students on the MSc in Conflict Studies. This course is capped at 2 groups.
The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: The internal resolution of serious ethnic and national conflicts almost inevitably involves some form of power sharing and/or power division (autonomy and federation). While power sharing is often invoked in normative and comparative accounts of conflict resolution, it is less frequently systematically examined. Conflict and Institutional Design (CID) is a comparative analysis of the making, maintenance and too often breaking of power sharing agreements. When and how are peace agreements negotiated? Does UN peacekeeping make a positive difference? What role than transitional justice mechanisms perform? Do they help? What type of power-sharing and federal designs are available? Under what conditions is power sharing likely to help contain conflict, and when does it fail? The course will pay particular attention to what happens after a power-sharing agreement is reached. The institutional focus will include analysis of electoral system design for divided societies, the dynamics of electoral and party competition within ethnic segmentation and consociational governance (power-sharing constitutions, executives, legislatures and federations). Why do some power-sharing regimes succeed while others fail?
Teaching: 20 hours of lectures and 15 hours of seminars in the LT. There will be reading week in Week 6 of the LT.
Formative coursework: Two briefing papers on pre-selected key concepts/cases.
Indicative reading: Lijphart, Arend (2008). Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice. London: Routledge; .Noel, Sid (2005, ed), From Power Sharing to Democracy. Montreal: McGill-Queen's University Press; Norris, Pippa (2008). Driving Democracy: Do Power-Sharing Institutions Work? Cambridge University Press; Reynolds, Andrew (ed) The Architecture of Democracy: Constitutional Design, Conflict Management and Democracy. Oxford UP; Powell, G. Bingham (2000). Elections as Instruments of Democracy: Majoritarian and Proportional Visions. New Haven: Yale UP; Hayner, Priscilla (2011, 2nd edition). Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions. Routledge; Shugart, Matthew Soberg and John Carey (1992). Presidents and Assemblies: Constitutional Design and Electoral Dynamics. Cambridge UP; Roeder, Philip and Donald Rothchild (2005). Sustainable Peace: Power and Democracy After Civil Wars. Cornell UP; Lijphart, Arend (1977). Democracy in Plural Societies: A Comparative Exploration. New Haven: Yale University Press; Nordlinger, Eric (1972). Conflict Regulation in Divided Societies. Occasional Papers in International Affairs. Cambridge, MA: Center for International Affairs, Harvard University; O'Leary, Brendan, Ian Lustick and Thomas Callaghy (2001, eds). Right-Sizing the State: The Politics of Moving Borders. Oxford UP; Diamond, Larry and Marc Platter (2006, eds). Electoral Systems and Democracy. Johns Hopkins UP; Gallagher, Michael and Paul Mitchell (2005, eds, The Politics of Electoral Systems. Oxford: Oxford University Press; Reilly, Benjamin (2001). Democracy in Divided Societies: Electoral Engineering for Conflict Management. Oxford UP; Birnir, Johanna Kristin (2007). Ethnicity and Electoral Politics. Cambridge University Press.
Assessment: Essay (100%, 5000 words) in the ST.
The research essay will be on a topic of your choice. Having said that the topic will be discussed between each of you and myself and I must approve the topic. The research paper should ideally examine a research question using relevant concepts and theories, and must have an empirical dimension that is relevant to the themes of the course. 'Empirical' is understood in the broadest sense: your material could be a case study set in an appropriate theoretical framework, it could examine a theme with comparative case studies, it could be quantitative or qualitative. Whatever is deemed appropriate to the research question at hand. Bear in mind though that broad surveys are generally not a good idea. After all 5000 words is about half the standard size of a journal article. Much more advice about the essay will be given as the course progresses both collectively and in individual meetings with each of you. One of the aims in asking participants to write a paper is to help you to think about research questions and appropriate research design. Thus we are aiming at more than a traditional essay (which largely summarizes what significant others have said), and to begin to make the transition towards 'postgraduate research' in which you help develop new insights and/or new empirical knowledge. This should also help you when approaching the planning and writing of your MSc dissertation. Since you will be working on something that really interests you I hope that this will be an enjoyable experience.

GV4E9

Approaches and Issues in Public Policy and Administration

This information is for the 2017/18 session.
Teacher responsible: Prof Edward Page CON 3.05
Availability: This course is compulsory on the MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course is designed to introduce MSc students to major issues in understanding public administration and policy. Students will be divided into three classes. 18 of the lectures will reflect the topics to be covered in the weekly classes (18 plus 1 revision class) addressing key themes in Public Policy and Public Administration. Some of the lectures may be given by other colleagues teaching on the MSc degree as well as by outside speakers. 2 lectures and classes will cover dissertation writing (for GV499) in the field of public policy and administration. Compulsory for students on MSc Public Policy and Administration and the LSE-PKU Double Degree in Public Administration and Government.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
There will be a reading week in week 6 of the MT and the LT for private study and assessment preparation.
Formative coursework: Three formative essays, two in the Michaelmas Term and one in the Lent Term.
Indicative reading: BG Peters (2009) The Politics of Bureaucracy; CC Hood (1998) The Art of the State; M Howlett and M. Ramesh (1995) Studying Public Policy; W Parsons (1995) Public Policy; CC Hood and M Lodge (2006) The Politics of Public Service Bargains; P Cairney (2012) Understanding Public Policy.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words).

GV4F2 Half Unit

Popular Politics in the Middle East

This information is for the 2017/18 session.
Teacher responsible: Dr John Chalcraft CON5.16
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 3 groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: The course explores the role of popular politics in the making of the modern Middle East. The primary focus is on the Arab world but reference is also made to Iran, Israel and Turkey. We study the origins, course and consequences of popular protest, social and political movements, uprisings and revolutions in the region. Our cases are drawn from the early twentieth century to the present. Common topics include the first intifada in the Occupied Palestinian Territories (1987-1991), the Iranian revolution of 1979, everyday modes of resistance, labour movements, Islamic activism in Egypt, and the Arab uprisings of 2011. We aim at a contextualised and historical understanding of particular episodes of contention, while pursuing key themes and debates. We aim to evaluate the role of both ideal and material interests in driving transgressive collective action, as well as the effectiveness of wide variety of strategies, tactics, modes of organisation, and repertoires of contention. We further seek to assess the extent to which a focus on agency, subjectivity, politics and contingency can modify understandings of protest rooted in structuralist and materialist historical sociology. Finally, we aim to study how far relational theories of contentious politics can modify rationalist and objectivist approaches rooted in social movements theory.
Teaching: 15 hours of lectures and 10 hours of seminars in the LT. 1 hour of seminars in the ST.
Week 6 of the LT is a reading week.
Formative coursework: In order to develop essay skills and obtain feedback outside of formal assessment, students will complete a 2,000 word formative essay on which they will receive feedback as to overall standard, argument, evidence, structure and style. Students will choose one essay from a list of titles. To prepare for the 5,000 word essay, students will submit for approval a proposed title and a two-page handout summarising the question or puzzle that their essay will address. A seminar will also be held as a workshop to assist students prior to the final submission of their 5,000 word essay.
Indicative reading: Abrahamian, Ervand. Iran between Two Revolutions (Princeton University Press, 1982); Achcar, Gilbert. The People Want. (Saqi Books 2012); Bayat, Asef. Street Politics: Poor People's Movements in Iran (Columbia University Press, 1997); Beinin, Joel and Frederic Vairel eds. Social Movements, Mobilization and Contestation in the Middle East and North Africa (Stanford University Press, second edition, 2013); Kurzman, The Unthinkable Revolution in Iran (Harvard University Press, 2004); Lapidus, Ira and Edmund Burke III eds., Islam, Politics and Social Movements. University of California Press, 1988; Swedenburg, Ted. Memories of Revolt: The 1936-1939 Rebellion and the Palestinian National Past (Fayetteville: University of Arkansas Press, 2003); Tripp, Charles, The Power and the People (Cambridge: CUP, 2013); Wiktorowicz, Islamic Activism (Indiana University Press, 2004);
Assessment: Essay (100%, 5000 words).

GV4F4 Half Unit

Policy Advice in Theory and Practice

This information is for the 2017/18 session.
Teacher responsible: Mrs Flavia De-Mattos-Donadelli
Availability: This course is available on the MSc in International Migration and Public Policy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 3 groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: Many masters graduates in public policy and administration go on to work in organizations that produce or consume policy advice. With this in mind, this course will look at how policy advice is produced and used. It has three objectives: to introduce students to a range of theoretical and empirical scholarship on the issues involved in producing and using policy advice; to develop the practical policy analysis, advice and communication skills required of policy advisors; and to expose students to practitioners who produce and use policy advice. Students will develop their policy analysis and communication skills by working through real-world cases during the seminars and in the formative and assessed coursework.
Teaching: 8 hours of lectures and 15 hours of seminars in the LT. In addition there will be between two and five guest speaker sessions.
There will be a reading week in Week 6.
Formative coursework: Two formative essays (policy memo and analysis) (2,000 words) designed to help students in developing their project work, two presentations, and a mock examination.
Indicative reading: Bardach, Eugene (2009) A Practical Guide for Policy Analysis, Third Edition. Washington, DC: CQ Press. Stone, D.A., (2002). Policy paradox: The art of political decision making, New York: Norton. Scott, C. and Baehler, K. (2010) Adding Value to Policy Analysis and Advice, Sydney: University of New South Wales

Press. Weimer, David L. and Vining, Aidan R. (2005) Policy Analysis: Concepts and Practice, Fourth Edition. Upper Saddle River, NJ: Pearson.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (50%, 2000 words).

GV4F5 Half Unit
Advanced Study of Key Political Thinkers

This information is for the 2017/18 session.
Teacher responsible: Lucia Rubinelli
Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 1 group.
The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Pre-requisites: An advanced undergraduate course in the History of Political Thought or Political Philosophy, or following consultation with the course teacher.
Course content: This course provides an opportunity to study in depth the work of Carl Schmitt. It will focus on his major works, and also consider the main lines of criticism from contemporary scholars. It will also be important to consider issues of interpretation, particularly when there are differing controversial readings of Schmitt's work. The course will be taught as a seminar in political theory rather than one in intellectual history. The focus will be on understanding and critical engagement with the ideas of Carl Schmitt rather than on the study of the historical context of his work. Each class will focus on one of his major books. The last session will deal with critiques and uses of his thought by contemporary scholars.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.
There will be a reading week in week 6 of the MT for private study and assessment preparation.
Formative coursework: Students will be encouraged to submit one formative essay of no more than 1500 words.
Indicative reading: Schmitt, C., The concept of the political, 2007, Schmitt, C., The Leviathan in the state theory of Thomas Hobbes: Meaning and failure of a political symbol, 2008, Schmitt, C., The crisis of parliamentary democracy, 1985, Schmitt, C., Political theology, 2005, Schmitt, C., On dictatorship, 2013, Schmitt, C., Constitutional Theory, 2008, Schmitt, C., The nomos of the earth, 2003. Thinkers who critically engaged with Schmitt's ideas will also be studied. An indicative list includes Agamben, G., State of Exception (2005), Mouffe, C., The Challenge of Carl Schmitt, 1999, Holmes, S., The Anatomy of Antiliberalism, 1993, Dyzenhaus, D., Law as Politics. Carl Schmitt's Critique of Liberalism, 1998, Sartori, G., 1989, "The Essence of the Political in Carl Schmitt," Journal of Theoretical Politics, 1 (1): 63–75, Strauss, L., 'Notes on Carl Schmitt, The Concept of the Political', in Schmitt, The Concept of the Political, 2007
Assessment: Essay (100%, 5000 words).

GV4F8 Half Unit
Institutions and Global Trade

This information is for the 2017/18 session.
Teacher responsible: Dr Stephanie Rickard CON6.11
Availability: This course is available on the MSc in Comparative Politics and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course is organised around several important theoretical and empirical questions regarding the functioning of the global economy and the role of political institutions. Why do states delegate certain economic tasks and responsibilities to international institutions rather than acting unilaterally or cooperating directly? To what extent do states continue to control international organizations once authority has been delegated? To what extent do international institutions constrain national governments and their economic policies, such as trade, monetary and fiscal policy? To what extent do domestic institutions shape countries' foreign economic policies? When and under what circumstances do national governments comply with the decisions of international organizations? These questions are examined in the context of a variety of different institutions that play a role in the global economy including, for example, the World Trade Organization and the International Monetary Fund as well as domestic political institutions, such as electoral systems.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in week 6 of the LT for private study and assessment preparation.
Indicative reading: Hawkins, Darren G., David A. Lake, Daniel L. Nielson, and Michael J. Tierney (2006) Delegation and Agency in International Organizations, Cambridge University Press; Ravenhill, John (2007) Global Political Economy, Oxford University Press; Rose, Andrew K. (2004) Do We Really Know That the WTO Increases Trade? American Economic Review 94(1): 98-114; Rickard, Stephanie (2010) Democratic Differences: Electoral Institutions and Compliance with GATT/WTO Agreements. European Journal of International Relations; Moravcsik, Andy (1989) Disciplining Trade Finance: The OECD Export Credit Arrangement, International Organization; Nooruddin, Irfan and Joel W. Simmons (2006). The Politics of Hard Choices: IMF Programs and Government Spending. International Organization 60: 1001-1033.
Assessment: Essay (100%, 4000 words) in the ST.

GV4F9 Half Unit
The Challenges of Governance and Conflict in Sub-Saharan Africa

This information is for the 2017/18 session.
Teacher responsible: Dr Chelsea Johnson
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies and MSc in Women, Peace and Security. This course is available as an outside option to students on other programmes where regulations permit.
This course is capped at two groups. The deadline for applications is 1pm, Friday 29 September 2017. You will be informed of the outcome by 12 noon, Monday 2 October 2017.
Course content: The course is organized around a set of ten 'big' normative and empirical questions that have confronted the continent's leaders and peoples and engaged scholars and policy-makers since the end of colonial rule. Specifically:
Q1. What has been the legacy of colonial rule and where does the responsibility of Africa's own leaders for both the continent's misfortunes and achievements begin? Q2. Should we always see clientelism and patrimonialism as antithetical to building a modern state, strong institutions, and the rule of law? Q3. What have been the effects of promoting liberal democracy in sub-Saharan Africa and how seriously should we take alternative indigenous models of governance? Q4. Are Africa's civil wars primarily attributable to the relative feasibility of rebellion against the state or are they tied to societal grievances? Q5. Why may Africa's wealth of natural resources be seen as both a curse and blessing? Q6. Is it simply trite to say aid, particularly the western neoliberal model, has hurt Africa more than it has helped? Q7. Should the international community assume a responsibility to protect when confronted with massive human rights violations or does intervention in the continent's conflicts in fact do more harm? Q8. Should the re-orientation of some African states towards non-western partners such as China and India be viewed as a positive shift?

Q9. Should we take 'Islamist' violence - Boko Haram, Al Qaeda in the Maghreb, and Al Shabaab - in SSA more seriously than other forms of political violence? Q10. What has been the significance of Rwanda's genocide for the engagement of the international community with the continent?

Linking all of these questions is an underlying inquiry into what assures the political and social stability of some sub-Saharan states but threatens ordered rule in others. Which of the myriad explanations proffered - natural resource abundance, high ethnic diversity, poor geography, weak state capacity, arbitrary borders, inter-group inequalities, and general poverty – best account for sub-Saharan Africa's high incidence of civil wars and communal violence? The overarching goal of the course is to equip students who work or seek to work in the policy-making arena with both an understanding of the major theories and an appreciation of the limits of extant empirical research relating to each of these questions so that they may look critically yet constructively at current strategies for meeting the challenges of governance on the continent. The course will tackle each of these questions through country case studies selected from the major country groupings to minimize the risk of students forming a regionally-skewed perspective on a diverse continent. The course will also draw on a range of methodological approaches - quantitative, historical, and qualitative - though students will not need any prior specialized training.

Teaching: 15 hours of lectures and 20 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 2 hours of seminars in the ST.

There will be a reading week in week 6 of the LT for private study and assessment preparation.

Formative coursework: Students will be required to complete one formative essay (1,500 words).

Indicative reading: Rodney, W. (1981). How Europe underdeveloped Africa. Washington, D.C., Howard University Press, Hyden, Goran. African Politics in Comparative Perspective, Cambridge: Cambridge University Press, 2006; Bratton, M. & Van de Walle N., Democratic Experiments in Africa, New York, Cambridge University Press, 1997; Jackson, R. and Rosberg C., Personal Rule: Theory and Practice in Africa, Comparative Politics 16:4, 1984. Posner D., Institutions and Ethnic Politics in Africa, New York: Cambridge University Press, 2005; Clapham C., Africa and the International System, New York, Cambridge University Press, 1996; Englebert P., State Legitimacy and Development in Africa Boulder: Lynne Rienner, 2000; Rotberg R, and Gisselquist R., The Index of African Governance, Cambridge, World Peace Foundation, 2009; Herbst J., States and Power in Africa: Comparative Lessons in Authority and Control, Princeton: Princeton University Press, 2000; Bates R., Markets and States in Tropical Africa, Berkeley: University of California Press, 1981.

Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4G1 Half Unit
Applied Quantitative Methods for Political Science

This information is for the 2017/18 session.

Teacher responsible: Dr Valentino Larcinese

Availability: This course is available on the MRes Political Science and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 1 group. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.

Pre-requisites: A good knowledge of statistics and of the generalized linear model at the level of MY452.

Course content: This course provides an introduction to current empirical research in political science with a focus on methods for causal inference. The 2 hours weekly meetings consist of mix lectures and tutorials.The lectures will present the techniques and illustrate their applications by making extensive use of the most up-to-date empirical literature. The tutorials will give feedback on formative work and will provide an opportunity to learn how to apply the methods with the statistical software Stata. After reviewing the rationale for simple OLS estimation, particularly focussing on the conditions for a causal interpretation of the coefficients, the course will cover instrumental variables, panel data, differences-in-differences, regression discontinuity and several applications to political science. Students will be stimulated to think in experimental terms and the main theme will be how to replicate or get close to the experimental ideal of natural sciences by using non-experimental observational data..

Teaching: 20 hours of lectures in the LT.

Formative coursework: There will be two pieces of formative work to be submitted to the lecturer.

Indicative reading: Most readings will be journal articles. The main references for the methods will be: Thad Dunning: Natural experiments in the social sciences, Cambridge University Press 2012. Angrist & Pischke: Mostly Harmless Econometrics, Princeton University Press 2009. Stock & Watson: Introduction to Econometrics, Pearson 2007 (Second edition)

Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4G4 Half Unit
Comparative Conflict Analysis

This information is for the 2017/18 session.

Teacher responsible: Dr Denisa Kostovicova
Dr Livia Schubiger
Dr Paul Mitchell

Availability: This course is compulsory on the MSc in Conflict Studies. This course is not available as an outside option. Compulsory core course for and entry restricted to MSc Conflict Studies students only. It is capped at 3 groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.

Course content: What is intra-state conflict? How should we investigate and measure political violence? What causes national and ethnic conflict and other forms of political violence and why does it take particular forms? What are the most effective means of conflict resolution? This course will introduce students to the core theoretical debates on intra-state conflict and political violence by analysing the major research in the field, both quantitative and qualitative. The course is structured around three categories of analysis and explanation: causation, dynamics and outcomes. Central themes include: the role of violence in state formation, development and collapse; theories of legitimacy, contentious politics and control regimes; the causes, dynamics and consequences of civil war; the interaction of group identities, interests and political violence; macro- and micro-analyses of conflict; and top-down and bottom-up methods for ending violent conflict, including intervention, the role of civil society, and institutional designs. The course offers students the opportunity to engage with the main methodological approaches to the study of conflict, including critical case studies, process tracing, small n and large n research, which will enhance their skills for the dissertation. In the weekly lectures and seminars the themes will be explored through a mix of theory-based readings and works which provide in-depth case studies.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT.

There will be a reading week in Week 6.

Formative coursework: Students are required to complete one formative essay of 2,000 words.

Indicative reading: Charles Tilly (2003) The Politics of Collective Violence, Cambridge: CUP; Paul Collier and Nicholas Sambanis eds (2005), Understanding Civil War, The World Bank, Vols 1-2; Stathis N. Kalyvas (2006) The Logic of Violence in Civil War,

Cambridge, CUP; Philip G. Roeder, and Donald Rothchild (2005) Sustainable Peace. Power and Democracy after Civil Wars, Ithaca, Cornell University Press, 2005; Arend Lijphart (2008) Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice. Abingdon: Routledge; Sid Noel ed (2005) From Power-Sharing to Democracy. Post-Conflict Institutions in Ethnically Divided Societies. London: McGill-Queens University Press; James Fearon and David Laitin (2003) 'Ethnicity, Insurgency and Civil War', American Political Science Review, 97, 1:. 75-90; David Laitin (2007). Nations, Sates and Violence. Oxford, OUP; Christopher Cramer (2006) Civil War is not a stupid thing, Hurst; Paul Collier (2009) War, Guns & Votes: Democracy in Dangerous Places New York: Harper; Jack L. Snyder (2000) From Voting to Violence : Democratization and Nationalist Conflict, New York London: Norton, 2000; Mats Berdal and David Malone eds (2000) Greed and Grievance. Economic Agendas in Civil Wars, Rienner; Karen Ballentine and Jake Sherman (2003) The Political Economy of Armed Conflict. Beyond Greed and Grievance, Rienner; Donald Horowitz (1985) Ethnic Groups in Conflict, Berkeley, University of California Press; James Hughes (2007) Chechnya. From Nationalism to Jihad, Philadelphia, University of Pennsylvania Press; Unsettled states, disputed lands : Britain and Ireland, France and Algeria, Israel and the West Bank-Gaza. Ithaca, N.Y. : Cornell University Press, 1993 Ashutosh Varshney (2003) Ethnic Conflict and Civic Life: Hindus and Muslims in India New Haven: Yale University Press; Jeremy Weinstein (2006) Inside Rebellion: the Politics of Insurgent Violence Cambridge: CUP; Reynolds, Andrew (2010). Designing Democracy in a Dangerous World. Oxford University Press; Marianne Heiberg, Brendan O'Leary and John Tirman eds (2007) Terror, Insurgency and the State: Ending Protracted Conflicts. Philadelphia: University of Pennsylvania Press.
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

GV4G5
The History and Politics of the Modern Middle East

This information is for the 2017/18 session.
Teacher responsible: Dr John Chalcraft CON5.16
Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies and MSc in Global Politics. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course offers an advanced, inter-disciplinary introduction to the history and politics of the Middle East and North Africa from the nineteenth century to the present. The course adopts a chronological and thematic approach to a series of key topics and debates in the history of the region, including colonial rule, nationalism, popular protest, Israel/Palestine, gender, social change, armed struggle, neoliberalism, migration, rentier states, new religious politics, bread riots,the new imperialism, and the Arab uprisings of 2011-12. The cases are drawn from a wide range of countries in the region. Students will address concrete topics and problems in relevant historical contexts in the light of important social science debates. We draw in inter-disciplinary fashion on anthropology, politics, economic history, geography, sociology and international relations. The course material will avoid and challenge clichés associated with (1) culturally essentialist and exceptionalist (neo)Orientalism, (2) Eurocentric, materialist and teleological Modernism, and (3) wholly relativist or discursively determinist Postcolonialism. We will pay particular attention to the rise and fall of political regimes, the dynamics of consent and dissent, as well as to role of trans-national, trans-regional and global forms.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT. 1 hour of seminars in the ST.
Week 6 of the MT and Week 6 of the LT are reading weeks.
Formative coursework: One 2,500 word essay to be submitted at the end of the Michaelmas Term. One mock exam essay to be completed during the Lent Term.
Indicative reading: Michael Gilsenan, Lords of the Lebanese Marches (California, 1996); Isam al-Khafaji, Tormented Births (I B Tauris, 2004); Rashid Khalidi, Palestinian Identity (Columbia, 1998); Zachary Lockman, Contending Visions of the Modern Middle East (CUP, 2004); Giacomo Luciani, The Arab State (Routledge, 1990); Timothy Mitchell, Rule of Experts (California, 2002); Owen, Roger. State, Power and Politics in the Making of the Modern Middle East (Routledge, 2004); Parvin Paidar, Women and the political process in twentieth-century Iran (CUP, 1995); Edward Said, Orientalism (Penguin, 1978); Ted Swedenburg, Memories of Revolt (Arkansas, 2003); Robert Vitalis, America's Kingdom (Stanford, 2007).
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
Essay (20%, 3000 words).

GV4G7 Half Unit
Marx and Marxism

This information is for the 2017/18 session.
Teacher responsible: Lucia Rubinelli
Availability: This course is available on the MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.
This course is capped at 2 groups.
The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: The course is an advanced level course providing the opportunity to read canonical texts in the history of Marxism and engage with the more recent normative literature related to these texts. The course will cover key issues in the study of Marxism such as the materialist conception of history, the idea of class and class struggle, the role of the state, the analysis of exploitation, the defence of revolution, the role of the party, the analysis of imperialism. It will introduce to the thought of an author that is often referred to in a range of literatures and will provide the opportunity to read original texts and engage with scholarly controversies (both historical and normative) generated by these texts.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in week 6 of the LT for private study and assessment preparation.
Formative coursework: One formative essay of around 2,500 words.
Indicative reading: McLellan, D. (2000), Karl Marx: Selected Writings, Oxford, Oxford University Press; Cohen, G.A. (2000), Karl Marx's Theory of History: A Defence, Oxford, Oxford University Press; Lichtheim, G. (1982), Marxism: A Historical and Critical Study, Columbia University Press; Rosen, M. (1996) On Voluntary Servitude: False Consciousness and the Theory of Ideology, Polity Press; John Roemer (ed.) (1986), Analytical Marxism, Cambridge, Cambridge University Press.
Assessment: Essay (100%, 4000 words).

GV4H1 Half Unit Not available in 2017/18
Chinese Political Thought

This information is for the 2017/18 session.
Teacher responsible: Dr Leigh Jenco CON4.13
Availability: This course is available on the MSc in China in Comparative Perspective and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at one group. The deadline for enrolments will be 12 noon, Monday, 3 October 2016. You will be informed of

the outcome by 12 noon, Wednesday, 5 October 2016.
Course content: This course will introduce students to recurring debates and concepts within Chinese political thought. We focus on the germinal texts of the Warring States period (circa 400 BCE), such as the Analects of Confucius and the Dao De Jing of Laozi, which continue to shape political debate in East Asia. Reading texts in translation, we will critically examine the variety of normative frameworks that have structured political thinking in Chinese history, with a particular focus on the relationship between personal agency and political outcomes. This is NOT a history course; its broader goal is to help students use Chinese thought to think critically and creatively about political and social life in general and not just in "Chinese" contexts. This course is suitable for students interested in political theory, philosophical approaches to politics, Chinese studies, and/or the history of political thought. Readings are entirely in English and NO prior knowledge of Chinese or China is required.
Teaching: 20 hours of seminars in the MT.
There will be a reading week in week 6 of the MT for private study and assessment preparation.
Formative coursework:
- One review essay of a secondary source from the course reading list, 750-1000 words;
- One formative essay of 1500 words maximum excluding footnotes and bibliography, on an assigned topic.

Indicative reading: Ivanhoe, Philip J. Readings in Classical Chinese Philosophy. Edited by Philip J. Ivanhoe and Bryan W. Van Norden. 2nd ed. Hackett Pub Co, 2006. Selections from De Bary, Wm. Theodore, and Richard John Lufrano. Sources of Chinese tradition. Vol. 2, From 1600 through the twentieth century. New York: Columbia University Press, 2000.
Assessment: Essay (100%, 4000 words).

GV4H2 Half Unit
Contemporary India: The World's Largest Democracy in the Early 21st Century

This information is for the 2017/18 session.
Teacher responsible: Prof Sumantra Bose
Availability: This course is available on the MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Priority will be given to students taking the MSc Comparative Politics and the MSc Global Politics. Students on other Master's programmes, in all Departments of the School, are welcome to apply to take the course and will be considered subject to availability of space. This course is capped at 30 students (two seminar groups).
The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
All students, regardless of programme and department, must apply via LFY to take this course by the stipulated deadline.
Course content: This course is an advanced introduction to the politics and international relations of contemporary India, the world's most populous and diverse democracy and one of the "rising powers" of the 21st century.
After the first week's introductory and overview session, the next six weeks cover in depth the evolution of India's democracy since the 1950s. The emphasis is on political changes and transitions since the 1990s. Key topics include the transitions from a polity dominated by a single party to a highly plural and competitive polity defined by the rise of "regional" parties in many of the 29 states of the Indian Union, and from a relatively centralized to a federal polity. Two current challenges with deep roots in the past are also surveyed: the Maoist insurgency in some parts of India and the chronic discontent in the Kashmir Valley.
The final three weeks look at India's role in the international politics of the early 21st century. The focus is on India's three most important (and interconnected) external relationships: with China, the United States, and Pakistan.
Teaching: 15 hours of lectures and 10 hours of seminars in the LT. There will be a reading week in Week 6.
Formative coursework: Students will be required to make one in-class seminar presentation and write one formative essay of 2,000 words, due at the end of the LT.
Indicative reading: Sumantra Bose, Transforming India: Challenges to the World's Largest Democracy (2013); Jean Dreze and Amartya Sen, An Uncertain Glory (2013); Ramachandra Guha, India after Gandhi (2007); Atul Kohli (ed.), The Success of India's Democracy (2001); Christophe Jaffrelot, India's Silent Revolution (2003); Paul Brass, The Politics of India since Independence (1994); David Malone, Does the Elephant Dance? Contemporary Indian Foreign Policy (2011); William Antholis, Inside Out, India and China: Local Politics Go Global (2013)
Assessment: Essay (100%, 5000 words) in the ST.
A research paper of 5000 words will determine 100% of the grade. Students can either choose from a set of supplied questions or formulate their own question (subject to the instructor's approval).

GV4H3 Half Unit
Feminist Political Theory

This information is for the 2017/18 session.
Teacher responsible: Prof Anne Phillips Con 5.07
Availability: This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 2 groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: This course covers some of the central debates in contemporary feminist political theory, with a particular emphasis on the legacy and usefulness of liberalism. The course focuses on debates and differences within feminist political theory, rather than justifications for, or defences of, feminist political theory. Among the problems raised are conceptions of the individual and individual autonomy; the relative invisibility of gender issues in mainstream literature on justice and equality; the tendency to conceive of equality in sex-blind terms; the tendency to presume a universally applicable set of norms. We consider the theoretical debates in relation to a number of contemporary political issues. Topics likely to be addressed include: feminism and contract, individualism and autonomy, identity politics, equality and the politics of difference, marriage, multiculturalism, and universalism.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
There will be a reading week in week 6 of the MT for advice and feedback sessions.
Formative coursework: Students will be required to submit a short essay of roughly 1,500 words. Students will be given a list of questions to choose from, and should choose a topic other than the one they choose for their final assessment.
Indicative reading: Most of the material is in the form of articles, and a detailed list will be handed out at the beginning of the course. The following is only an indicative list: Carole Pateman (1988) The Sexual Contract; Iris M Young (1990) Justice and the Politics of Difference; Wendy Brown (1995) States of Injury; Anne Phillips (1995) The Politics of Presence; Clare Chambers (2017) Against Marriage: An Egalitarian Defence of the Marriage-Free State; Eleonore Lepinard (2011) 'Autonomy and the Crisis of the Feminist Subject: Revisiting Okin's Dilemma', Constellations 18/2:205-221.
Assessment: Essay (100%, 4000 words).

GV4H4 Half Unit
Foundations of Political Theory

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Spiekermann and Prof Christian List
Availability: This course is compulsory on the MSc in Political Theory. This course is not available as an outside option.
Course content: This course provides an introduction to the philosophical and methodological foundations of political theory. It aims to give participants a conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields. The course introduces some central methodological debates in contemporary political theory, explores the links between political theory and related disciplines, and familiarises students with different approaches to political theorising.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT.
Week 6 will be a reading and feedback week.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in January.
Indicative reading: David Leopold and Marc Stears (eds.) (2008) Political Theory: Methods and Approaches (Oxford: Oxford University Press); John S. Dryzek, Bonnie Honig and Anne Phillips (eds.) (2008) The Oxford Handbook of Political Theory (Oxford: Oxford University Press); Robert E. Goodin and Philip Pettit (eds.) (1993) A Companion to Contemporary Political Philosophy (Oxford: Blackwell); Michael Smith (1994) The Moral Problem (Oxford: Blackwell); Keith Dowding (2015) The Philosophy and Methods of Political Science (Palgrave).
Assessment: Essay (100%, 3000 words) in the LT.

GV4H5 Half Unit
The Political Philosophy of Environmental Change

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Spiekermann CON.517
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environmental Economics and Climate Change, MSc in Philosophy and Public Policy, MSc in Political Theory and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is capped at 1 group. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Pre-requisites: No formal requirements, but an interest in the formal analysis of political, philosophical and economic questions and a willingness to study contributions from various disciplines, including the natural sciences, is expected.
Course content: This course analyses political and philosophical questions arising in the context of environmental change.
The approach will be interdisciplinary. While the focus is on normative-philosophical issues, we will also make use of positive-analytical and empirical literature. Among the topics discussed will be climate change, overpopulation, food and water scarcity, deforestation, desertification and the loss of biodiversity. Some of the questions to be discussed are: How should we balance the interests of current and future generations? How does climate change affect our obligations towards the global poor? How do we make policy decisions if the effects are uncertain but potentially severe? Are we individually or collectively responsible for causing climate change, and what follows from this? How do we relate to the environment and what precisely is valuable about preserving it?
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Week 17 (week 6 of the LT) will be a reading and feedback week.
Formative coursework: Students will be expected to produce 2 essays in the LT.
Indicative reading: John Broome (2012) Climate Matters: Ethics in a Warming World, New York (W.W. Norton); Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue, eds. (2010) Climate Ethics: Essential Readings, Oxford (Oxford University Press); Denis G. Arnold, ed. (2011) The ethics of global climate change, Cambridge (Cambridge University Press); Stephen M. Gardiner (2011) A Perfect Moral Storm: The Ethical Tragedy of Climate Change, Oxford (OUP); Intergovernmental Panel on Climate Change (2013) Fifth Assessment Report, Available at www.ipcc.ch.
Assessment: Essay (100%, 4000 words).

GV4H6 Half Unit Not available in 2017/18
Behavioural and Experimental Political Economy

This information is for the 2017/18 session.
Teacher responsible: Dr Rafael Hortala-Vallve
Availability: This course is available on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: It is required that students have some familiarity with formal models (game theory) and basic statistical concepts.
Course content: In this course we will introduce behavioural concepts and use them at explaining decisions of politicians, candidates for political office, voters, lobbyists, and other actors in the political and policymaking arena. The focus of the course will be academic but we will also visit the recent development by public policy practitioners –both the UK and the US have behavioural insights teams working closely with the executive branch.
We will analyse different political phenomena that do not perfectly fit our rational choice models. We will cover issues such as turnout in large elections, populist policies, framing of public policies to influence public policies, attribution of blame to politicians, opt-in/opt-out policies and paternalism in policy recommendations, etc. By introducing insights from psychology to our classical political economy models we will study the effects of social, cognitive, and emotional factors on political decisions. Parallel to this formal analysis we will also introduce experimental methods.
Teaching: 22 hours of seminars in the LT. 4 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 9 problem sets in the LT.
Every week some students will have to present the week readings. Also every week students will have to solve a short problem set.
Indicative reading: Berggren, N (2011), "Time for behavioural political economy? An analysis of articles in behavioural economics", mimeo. De Rooij, E (2009), "Field Experiments on Political Behavior and Collective Action", Annual Review of Political Science. Druckman, J (2006), "The growth and Development of Experimental Research in Political Science", American Political Science Review. Druckman, J, D Green, J Kuklinski, and A Lupia (2011), Cambridge handbook of Experimental Political Science, Cambridge University Press. Kagel, J and A Roth (1995), Handbook of Experimental Economics, Princeton University Press. McDermot, R (2002), "Experimental Methods in Political Science", Annual Review of Political Science. Morton, R and K Williams (2010), Experimental Political Science and the study of causality: from nature to the lab, Cambridge University Press. Palfrey, T (2009), "Laboratory experiments in Political Economy", Annual Review of Political Science. Thaler, RH and CR Sunstein (2009), Nudge: improving decisions about health, wealth and happines, Yale University Press. Wilson, R (2011), "The contribution of behavioural economics to political science", Annual Review of Political Science
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 5000 words) in the ST.

Each student is required to submit an essay (5000 words including footnotes and appendix) in week 1 of Summer Term composed of two parts: the analysis of a behavioural aspect in a political economy situation and a novel experimental design proposal related to it. This essay will count for 50% of the final mark. The remaining 50% will be assessed with a 2 hour exam during the main exam period.

GV4H9 Half Unit

Armed Groups: Violence, Governance, and Mobilization

This information is for the 2017/18 session.
Teacher responsible: Dr.des. Livia Schubiger
Availability: This course is available on the MSc in Conflict Studies and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
GV4H9 is a recommended option for the MSc Conflict Studies. Other students will be admitted subject to space, with preference given to Government Department students.
The course is capped at two groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: This course introduces students to the social-scientific analysis of violence, governance, and mobilization in intra-state armed conflict and civil wars. The primary focus lies on how armed groups interact with the civilian population and how they mobilize followers, how and why armed groups' internal institutions and their strategies of violence vary across conflicts, and what the consequences of these patterns and arrangements are. The course engages with a variety of theoretical and empirical approaches that will familiarize students not only with cutting-edge research on these issues, but also their relation to 'big debates' in conflict research and comparative politics. Students are introduced, in particular, to the following core themes:

- Recruitment and Mobilization in Armed Conflict: The course assesses the insights and limitations of existing research in uncovering the incentives of groups and communities to engage in violent collective action, the choices of ordinary citizens to join insurgent or counterinsugent armed groups, as well as the strategies of armed group leaders to enlarge their constituencies.
- Order and Governance in Civil War: Students are introduced to a novel research agenda that has started to explore how social and political order is established in times of civil war, when and how armed groups aspire to govern the daily lives of civilians, and why some armed groups manage to establish and maintain high levels of internal cohesion and control while others do not.
- Causes and Consequences of Wartime Violence against Civilians: The course critically reviews theories and recent empirical studies that have set out to explain the puzzling variation in violence against civilians across conflicts, armed groups, and over time, as well as the consequences of civilian victimization for subsequent conflict dynamics and post-conflict recovery

Empirically, the course engages with both quantitative and qualitative studies and a wide variety of ongoing, recent, and historical cases from civil wars around the globe, including the conflicts in Colombia, El Salvador, Northern Ireland, Peru, Sierra Leone, and Syria, among others.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Lent term: 10 x 1 hour lectures, 10 x 1.5 hour seminars. There will be a reading week in week 6.
Formative coursework:

- 1 presentation: The presentations critically assess and compare the theoretical, methodological, and empirical contributions of selected mandatory and/or recommended readings for one specific course topic and/or case.
- 1 essay: The essay (1000 words) proposes an original argument related to one of the course subjects.

Indicative reading: Cederman, Lars-Erik, Kristian Skrede Gleditsch and Halvard Buhaug. 2013. Inequality, Grievances and Civil War. Cambridge: Cambridge University Press. Kalyvas, Stathis N. and Laia Balcells. 2010. "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict." American Political Science Review 104(3):415-429. Kalyvas, Stathis N. and Matthew Kocher Kocher. 2007. "How `Free' Is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem." World Politics 59(2):177-216. Jentzsch, Corinna, Stathis N. Kalyvas and Livia I. Schubiger. 2015. "Militias in Civil Wars." Journal of Conflict Resolution 59(5): 755-769. Mampilly, Zachariah Cherian. 2011. Rebel Rulers. Insurgent Governance and Civilian Life during War. Cornell University Press. Staniland, Paul. 2014a. Networks of Rebellion: Explaining Insurgent Cohesion and Collapse. Cornell University Press. Weinstein, Jeremy M. 2007. Inside Rebellion. The Politics of Insurgent Violence. Cambridge: Cambridge University Press. Wood, Elisabeth Jean. 2003. Insurgent Collective Action and Civil War in El Salvador. Cambridge: Cambridge University Press. Wood, Elisabeth Jean. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks." Annu. Rev. Polit. Sci. 2008 11:539-561.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GV4J3 Half Unit

Public Opinion, Political Psychology and Citizenship

This information is for the 2017/18 session.
Teacher responsible: Dr Thomas Leeper
Availability: This course is available on the MSc in Comparative Politics and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 1 group. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Pre-requisites: Students should have a familiarity with basic statistical concepts (e.g., means, proportions, linear regression).
Course content: The purpose of this course is to explore issues related to public opinion, including what opinions are and how they are formed, what factors do and do not influence opinion development and change, how opinions drive citizens' political thinking and behaviour, and what implications these psychological processes have for the role of public opinions in democratic government. Students will leave the course with a thorough theoretical understanding of political opinions, their origins, and their possible effects through exposure to philosophical perspectives, contemporary case studies, and a broad set of empirical research. The course will challenge assumptions about what democracy is and how it works, explore what it means to be a good citizen in a contemporary democracy, and provide students with insight into how democratic governments can and should respond to the public's views. The focus will be on how citizens form political opinions, think and reason about policy debates, and act on their opinions, especially outside of elections, across a broad array of country contexts.
Teaching: 20 hours of seminars in the LT.
There will be a reading week in LT 6 for one-to-one meetings and/or peer feedback sessions related to the summative assessments.
Formative coursework: Students will be asked to produce a short formative essay and give a short in-class presentation related to their summative essay topic.
In addition there will be 4 optional problem sets early in the term, which will provide students with exposure to basic qualitative methods (coding, interviewing, etc.) and statistical analyses (cross-tabulation, correlations, etc.) useful for understanding course content and preparing their summative assignments.
Indicative reading: Chong, Dennis and James N. Druckman. "Framing public opinion in competitive democracies." American Political Science Review, 101(4):637–655, 2007. Eagly, Alice

H., and Shelly Chaiken. "Attitude structure and function." In D.T. Gilbert, Susan T. Fiske, and G. Lindzey, eds., Handbook of Social Psychology, 269–322. New York: McGraw-Hill, 1998. Herbst, Susan. Numbered Voices: How Opinion Polling Has Shaped American Politics. Chicago: University Of Chicago Press, 1995. Mansbridge, Jane J. "Rethinking representation." American Political Science Review, 97(4):515–528, 2003. Page, Benjamin I., Robert Y. Shapiro, and Glenn R. Dempsey. "What moves public opinion?" American Political Science Review, 81(1):23, 1987. Zaller, John. The Nature and Origins of Mass Opinion. New York: Cambridge University Press, 1992.
Assessment: Essay (100%, 5000 words).

GV4J4 Half Unit

Citizen Representation and Democracy in the European Union

This information is for the 2017/18 session.
Teacher responsible: Prof Sara Hobolt CON 6.11
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Politics, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 1 group. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Course content: This course offers the theoretically and empirically informed study of citizen representation in the European Union. The principal aim of the course is to develop a better understanding of the functioning of democracy in European Union and provide the analytical tools to evaluate proposals for reform to alleviate the Union's so-called 'democratic deficit'. This course will examine both how citizens are represented in the European Union and how the EU shapes democratic politics in the member states. The first part of the course assesses pathways of representation and accountability in the European Union, focusing on representation of citizens' interests in the Council, Commission and the European Parliament as well other avenues for citizen influence, such as referendums and the Citizens' Initiative. The second part of the course examines political conflict over European integration at the domestic level, focusing on the role of European integration in national politics and public opinion, including the study of euroscepticism. The final part of the course evaluates different proposals for reform with the aim of strengthening democracy and representation in the EU, and students will have the opportunity to develop their own reform proposal.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One formative essay (1,750 words)
Indicative reading: D Curtin, P Mair and I Papadopoulos (2012) Accountability and European Governance (London: Routledge); S Hix, A Noury and G Roland (2007) Democratic Politics in the European Parliament (Cambridge: Cambridge University Press); S Hobolt and J Tilley (2014) Blaming Europe: Responsibility Without Accountability in the European Union; L McLaren (2006) Identity, interests and attitudes to European integration (Basingstoke: Palgrave Macmillan); G Marks and M Steenbergen, (2004) European Integration and Political Conflict (Cambridge: Cambridge University Press); C van der Eijk and M Franklin (1996) Choosing Europe? European Electorate and National Politics in the Face of Union (Ann Arbor: Michigan University Press); F Scharpf (1999) Governing in Europe: Effective and Democratic? (Oxford: Oxford University Press).
Assessment: Exam (75%, duration: 2 hours) in the main exam period. Essay (25%, 2500 words) in the LT.

GV4J5 Half Unit

Fiscal Governance and Budgeting

This information is for the 2017/18 session.
Teacher responsible: Dr Joachim Wehner
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Political Science and Political Economy and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course examines contemporary issues in fiscal governance and public budgeting in OECD countries and elsewhere. The focus is on executive and legislative actors and the institutional structures within which they make budgetary choices. Following an introduction to theoretical approaches to the study of budgeting, topics include medium-term frameworks, top-down budgeting, fiscal rules and fiscal councils, performance budgeting, legislative budgeting, fiscal decentralisation, budget transparency, audit and accountability.
Teaching: 30 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students will write a formative essay during the week 6 reading week as practice for the take-home exam.
Indicative reading: Wildavsky, A. B. and Caiden, N (2004), The New Politics of the Budgetary Process (New York, Pearson/Longman). Hallerberg, M, Strauch, R and von Hagen, J (2009), Fiscal Governance in Europe (Cambridge, Cambridge University Press). Allen, R, Hemming, R and Potter, B eds (2013), The International Handbook of Public Financial Management (New York, Palgrave Macmillan). Cangiano, M, Curristine, T and Lazare, M eds (2013), Public Financial Management and Its Emerging Architecture (Washington D.C., International Monetary Fund)
Assessment: Coursework (25%) in the LT.
Take home exam (75%) in the ST.
The coursework (worth 25%) will consist of a Policy Exercise which will be carried out in groups. Students will prepare a presentation and produce a 2-3 page policy memo.
The take-home exam will be held in the first week of Summer Term.

GV4J6 Half Unit Not available in 2017/18

Game Theory for Research

This information is for the 2017/18 session.
Teacher responsible: Dr Stephane Wolton
Availability: This course is available on the MRes Political Science and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Some knowledge of game theory at the level of GV4C8.
Course content: Advanced treatment of game theory. The course will cover: Nash Equilibrium in static and repeated games, Subgame Perfect Nash Equilibrium, Perfect Bayesian Equilibrium and its refinements. The course will also discuss the implications of formal theory models for empirical analysis (comparative statics, equilibrium selection, omitted variable bias). Students will

be exposed to both technical concepts and applications of these concepts in selected papers.
Teaching: 22 hours of lectures in the LT.
Formative coursework: Students will meet with the instructor to discuss their research project twice during the LT.
Indicative reading: A game theory textbook to be determined. A reading list for applications of the main concepts covered in class will be provided to students at the beginning of the term.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Presentation (30%) in the LT.
Other (30%) in the ST.
Students will be assessed on a class presentation on a paper decided in advance with the instructor (weight 30%), a small research project using the methodological concepts developed in the course (weight 30%), and a two-hour examination during the main period (weight 40%).

GV4J7
Introductory Mathematics for Political Science

This information is for the 2017/18 session.
Teacher responsible: Mr Marco Giani
Availability: This course is available on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is strongly recommended for MSc Political Economy and Political Science students. It is available for students from other programmes with permission of the instructor.
Course content: The aim of this pre-sessional course is to provide students with the essential mathematical background for the core courses in the MSc PSPE programme. The course will cover key concepts in algebra (definition of function, derivation, limits), maximization problems (constrained and unconstrained, Envelop and Implicit Function Theorems), and some notions of probability (Bayes' rule, random variables).
Teaching: 10 hours of lectures in the MT.
Please note that all the teaching for this course will take place in the first week of Michaelmas term.
Indicative reading: There is no required reading for this course.

GV4J9 Half Unit
Populism

This information is for the 2017/18 session.
Teacher responsible: Professor Francisco Panizza CON 5.12
Availability: This course is available on the MSc in Comparative Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is capped at one group. It will be made available as an outside option to students in the MSc programme in Conflict Studies and the MSc programme in Global Politics but priority will be given to students in the MSc programme in Comparative Politics.
Course content: The course aims at bringing together the conceptual analysis of populism with comparative case studies in different regions of the world.It studies populism from a conceptual, theoretical and comparative perspective. Given the highly contested nature of populism, the first weeks will look in depth to different theories of populism, including institutional, ideological, discursive and socio-cultural understandings of populism. It will then move to explore the conditions of emergence of populism and the relations between populism and key political concepts, such as democracy and political participation. The second half of the course will seek to apply the conceptual tools presented in the first half of the course to regional case studies. Among the topics to be explored are:What do we talk about when we talk about populism? Populism as a "thin ideology". Populism as a mode of identification. The socio-cultural dimensions of populism. The socio-economic dimensions of populism. The conditions of emergence of populism. Populism, democracy and political participation. Populism in Europe. Populism in the USA. Populism in Latin America.Populism in Asia.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
On week 6 (reading week) it will be open to students to attend a session of short films and videos on populist politics. This session does not form part of the formal teaching of the course.
Formative coursework: Students will be expected to produce 1 essay in the LT.
The essay will have a 2000 word limit.
Indicative reading: Priority Readings
- Canovan, M. "Trust the People". Populism and the two faces of democracy. Political Studies 47 (11) 1999
- Ithaca
- Laclau
- Moffitt
- Mouffe Panizza edt
- Mudde Cristóbal Rovira Kaltwasser eds
- Rovira Kaltwasser Taggat Ostiguy Paulina Ochoa-Espejo eds

Further Readings
- B. Bakker, M. Rooduijn and G. Schumacher "The Psychological Roots of Populist Voting: Evidence from the United States, the Netherlands and Germany. European Journal of Political Research, 55 (2016)
- Guiso Helios Herrea Massimo Morelli Tommaso Sonno
- Müller
- Stavrakakis Giorgios Katsambekis Syriza"

Assessment: Essay (90%, 4000 words) in the ST.
Presentation (10%) in the LT.

GV4M6 Half Unit
Modern African Political Philosophy

This information is for the 2017/18 session.
Teacher responsible: Prof Katrin Flikschuh CON 6.08
The teacher responsible is Katrin Flikschuh, Professor of Modern Political Theory, Department of Government, Room Con 6.08
Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
Space permitting, this course is available to students outside the MSc in Political Theory programme who can demonstrate their interest in the course.
This course is capped at two groups. The deadline for applications is 1pm, Friday, 29 September 2017. You will be informed of the outcome by 12 noon, Monday, 2 October 2017.
Pre-requisites: N/A
Course content: This course introduces students of political theory to post-independent African philosophical and political thinking. The chief objective of the course is to get students to engage with the intellectual heritage of the African continent and critically to re-think historically ingrained misperceptions about its peoples and cultures. Please note that this course focuses on African philosophical thinking. It will suit students who enjoy the analysis and interpretation of abstract ideas. The orientation is not anthropological or developmental; nor is this a course in 'post-colonial studies' more broadly conceived. There will be three broad blocks:
1. Methodology: 'What is African Philosophical Thinking?' We will examine the development from an oral to a written tradition and the particular methodological challenges involved.
2. Substantive Issues: 'Personhood, Agency, and Community'. We will discuss African thinkers' claims to the distinctiveness of African cultures' conceptions of self and society, and how these in turn impact conceptions of moral and political agency.
3. Implications: We shall ask how African thinkers conceive

their social and political contexts and how their views do or do not cohere with Western thinking about African developmental challenges.
Teaching: 20 hours of seminars in the MT.
4 additional office hours in LT for students to consult with the course convener about their intended topic for the assessed essay. There will be a maximum of two seminar groups with 10 weekly sessions of 2 hours each. There will be a reading week in Week 6 of MT, during which there will be no seminar. Instead, there will be extended office hours for individual tutorials to discuss planned course work. The seminars will be discussion based, with 30 minute introductory lectures that introduce the weekly reading material and establish the intended focus of discussion. There will be some assigned group work within some of the weekly sessions. There will be four office hours dedicated for this course during the second half of LT for students to discuss their assessed essay plans with the course convenor on an individual basis.
Formative coursework: Students will be expected to produce 1 formative essay in the MT.
Formative assessment will consist of an essay of maximally 2500 words in length. A list of essay questions will be made available by Week 3 of MT. Students may design their own essay questions, if they prefer to do so. However, they must clear their proposed essay question with the course convener beforehand. Course work must be submitted by the end of Week 7. The essay will be read and commented on. It will be assigned a guide-mark but will not form part of the summative assessment. Essays substantially above 2500 words will not be read.
Indicative reading: Anthony Kwame Appiah, In My Father's House. Africa in the Philosophy of Culture (OUP 1992). Kwame Gyekye, Tradition and Modernity. Philosophical Reflections on the Africa Experience (OUP 1997). Barry Hallen, A Short History of African Philosophy (Indiana University Press 2002). Paulin Hountondji, African Philosophy: Myth and Reality (Indiana University Press, 1996). Teodros Kiros (ed.) Explorations in Africa Political Thought (Routledge 2001). V.Y. Mudimbe, The Invention of Africa. Gnosis, Philosophy, and the Order of Knowledge (Indiana University Press 1988). Kwasi Wiredu, Philosophy and an African Culture (CUP 1980). Kwasi Wiredu (ed.), A Companion to African Philosophy (Blackwell 2006). Lee Brown (ed.) African Philosophy (OUP 2006). Placide Temples, Bantu Philosophy, 1945. Paulin Hountondji, The Struggle for Meaning (Ohio State University Press 2002). Kwasi Wiredu, Cultural Universals and Particulars (CUP 1996). Odera Oruka, Sage Philosophy, 1990. Emmanuel Chukwudi Eze, On Reason. Rationality in a World of Cultural Conflict and Racism (Duke University Press 2008).
Assessment: Essay (100%, 5000 words) in the ST.
The assessed work for this course consists of one extended essay of 5000 words, on a course topic either chosen from the list of essay questions or designed by the student him or herself in consultation with the course convener. Students are permitted to use their formative essay as a basis for their assessed essay. However, the assessed essay must advance substantially beyond the argument made in the formative essay; students must not submit the same work twice. The assessed essay must be submitted electronically to the Departmental Office. The submitted essay will undergo a plagiarism check, including self-plagiarism. Plagiarism is a serious academic offence which, if proven, will likely incur the penalty of official course failure. Late submissions will incur penalties in the form of mark deduction.

GV4V8 Half Unit
MPA Policy Paper

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA dissertation.
Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. MPA students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing the policy paper topic and question; designing analytical frameworks; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Formative coursework: A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted in the MT. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson, ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most' (Journal of Sustainable Finance and Investment, vol. 3, No. 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003).
Assessment: Other (100%) in the ST.
6,000 word policy paper

GY400 Half Unit
The Economics of Urbanisation

This information is for the 2017/18 session.
Teacher responsible: Prof John Henderson Stc.506b
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Environment and

Development, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Real Estate Economics and Finance, MSc in Regional And Urban Planning Studies and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: No specific LSE course requirements. At a minimum, students must have an analytical 1 unit course in principles of economics (or equivalent) and a basic statistics or econometrics course. However, generally students need much more training, in particular a course in intermediate micro economics (or equivalent) and an econometrics course.
Course content: This MSc course will offer students the opportunity to learn some of the conceptual foundations and empirical regularities involved in studying why countries urbanise, the nature of structural and spatial transformation involved in the urbanisation process and the development of systems of cities. Complementing this will be a study of the internal spatial transformation of cities, the evolution of the location of production activities, the formation and role of slums, and the evolution of land market regulations and property right assignments. Critical to understanding these processes will be learning about the role of regulation and political processes, as well as policy initiatives, in shaping outcomes. The course will also examine the current process of urbanisation in Asia and Africa in the various special contexts of different regions and countries, drawing from lessons of the past as experienced in Latin America and parts of the developed world.
Teaching: 20 hours of lectures and 20 hours of seminars in the LT. The first two weeks of seminars will involve a review of basic statistical methods to help prepare students for class and lecture material.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: Duranton G. (2008), 'Viewpoint: From cities to productivity and growth in developing countries', Canadian Journal of Economics, Vol. 41, No. 3, 689-736. Ghani E, S. O'Connell and E. Rossi-Hansberg (2014) 'The Spatial Development of India,' Journal of Regional Science, forthcoming. Henderson, J.V. T. Regan, and A. J. Venables (2017) "Building the city: urban transition and institutional frictions," SERC and CERP working paper. Bertaud A and J Brueckner (2005) 'Analyzing building height restrictions: predicted impacts and welfare costs' Regional Science and Urban Economics, 35, 109-125. Donaldson D, (2017) 'Railroads of the Raj' American Economic Review, forthcoming. Galiani S. and E. Schargrodsky (2011), 'The dynamics of land titling regularization and market development', United Nations University – World Institute for Development Economic Research, Working Paper No. 2011/88.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Presentation (30%) in the LT.

GY403 Half Unit
Contemporary Debates in Human Geography

This information is for the 2017/18 session.
Teacher responsible: Dr Murray Low STC S512
Other teacher involved: Dr Ryan Centner
Availability: This course is compulsory on the MSc in Human Geography and Urban Studies (Research). This course is available on the MPhil/PhD Human Geography and Urban Studies, MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in International Migration and Public Policy, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. Compulsary for MPhil/PhD Human Geography and Urban students without MSc Human Geography and Urban Studies.
Course content: This is a reading seminar course, organised around key works pertinent to cities, development and human geography. While by no means comprehensive, the syllabus provided in the first week of the course will detail some key debates in geography, urban studies and development studies, which we explore in some detail over the term. The readings will reflect a range of approaches to the disciplines of human geography, urban studies and development studies, in order to convey the dynamic interplay between these three areas of scholarship. Discussions with colleagues in these areas of research, alongside readings of foundational texts, will be aimed at exploring how theory and evidence connect in critical geographical research.
Teaching: 10 hours of lectures in the MT. 10 hours of lectures in the LT.
10 x two-hour directed reading lecture/seminars meeting in MT and LT. Students (including those auditing the course) are expected to read, circulate critical comments, and participate actively in discussion.
Formative coursework: A 2,500 word essay
Indicative reading: Readings focused on in this course will vary from session to session. A detailed syllabus will be provided at the beginning of the course, but would include works such as T Cresswell (2013) Geographic Thought; D Gregory et al, The Dictionary of Human Geography (5th edn), 2009; D Harvey, Social Justice and the City, 2009; D Harvey, The Enigma of Capital, 2010; N Smith, Uneven Development, 2008; D Massey, Space, Place and Gender, 1994; E Soja, Seeking Spatial Justice, 2010; R Peet and M Watts, Liberation Ecologies, 2004; J Ferguson, The Antipolitics Machine, 1994; T Mitchell, Rule of Experts, 2002; A Roy, Poverty Capital, 2010; and D Gregory and Allan Pred, Violent Geographies, 2006.
Assessment: Essay (100%, 5000 words) in the ST.

GY404 Half Unit
Topics in Local Economic Development

This information is for the 2017/18 session.
Availability: This course is compulsory on the MSc in Local Economic Development. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A good background is required in one of the fields of economic geography, economics, management or regional and urban studies.
Course content: This course is concerned with the practical implementation of local economic development in both the global north and south. In the MT, each session begins with theoretical overview of the topic following which students work to critically evaluate a case study in local economic development. Topics include a background to LED, urban labour markets, and Inclusive Growth. The aim is for students to develop the skills to critically analyse economic development policy in this area. In the LT each topic is given by a leading academic from outside the course. Topics covered vary by year, but are likely to include migration, global cities, and the What Works agenda.
Teaching: 18 hours of seminars and 5 hours of workshops in the MT. 18 hours of seminars in the LT.
Formative coursework: Students will be expected to make presentations and participate actively in seminars.
Indicative reading: OECD. 2014. All on board: Making inclusive growth happen. Paris: OECD; E Moretti The New Geography of Jobs, 2013; How Regions Grow, OECD, 2009; Lee et al. Cities, Growth and Poverty: Evidence review, JRF, 2014.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Project (25%, 2500 words).

GY407
Globalization, Regional Development and Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Andres Rodriguez-Pose and Prof Michael Storper
Availability: This course is compulsory on the MSc in Local Economic Development. This course is available on the MSc in African Development, MSc in Environment and Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Pre-requisites: A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.
Course content: This course analyses the theory and practice of economic development focusing on response to change, stimulation of development, and methods of local or regional delivery. Term A: Theories of regional economic development, location, and trade are applied to the contemporary process known as globalization, and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition. Term B: This section of the course deals with the management and institutions of local and regional economic development. It dwells on the socio-economic implications of the emergence of local and regional governments and institutions as key actors in the design and implementation of economic development strategies across the world. In particular, the first section of the course analyses the consequences for economic efficiency and equality of the gradual but relentless shift of development responsibilities from the national and the supranational to the local and regional scale, linked of political and fiscal decentralisation, The second section of the course focuses, from a theoretical and empirical perspective, on the strategies being implemented by subnational governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course draws on examples from Europe, the US, Latin America, and Asia.
Teaching: 20 hours of lectures and 15 hours of lectures in the MT. 20 hours of lectures and 20 hours of seminars in the LT.
Formative coursework: Students will be expected to participate in group debates throughout the course, with written presentation slides required. Feedback is provided in the sessions.
Indicative reading: S Brakman, H Garretsen & C van Marrewijk, The New Introduction to Geographical Economics, Cambridge University Press, 2009; G Clark, M Gertler & M Feldman (Eds), The Oxford Handbook of Economic Geography, Oxford University Press, 2000; P Dicken, Global Shift: Mapping the Changing Contours of the World Economy, Sage, 2007; J H Dunning (Ed), Regions, Globalization and the Knowledge-Based Economy, Oxford University Press, 2000; J V Henderson & J F Thisse (Eds)Handbook of Regional and Urban Economics, volume 4: Cities and Geography, Elsevier, 2004; P Krugman & M Obstfeld, International Economics: Theory and Policy, Harper-Collins, 1991; A Pike, A Rodríguez-Pose & J Tomaney, Local and Regional Development, Routledge, 2006; A Pike, A Rodríguez-Pose & J Tomaney, Handbook of Local and Regional Development, Routledge, 2011; A Scott (Ed),Global City Regions, Oxford University Press, 2000; M Storper, The Regional World: Territorial Development in a Global Economy, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.
Assessment: Essay (25%, 2500 words) in the LT.
Take home exam (75%) in the ST.

GY408 Not available in 2017/18
Local Economic Development and Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Simona Iammarino STC S410
Prof Riccardo Crescenzi STC S414
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.
This course is freely available to all MSc students in the Department of Geography & Environment. The course is available subject to availability for all other MSc students.
Course content: This course deals with the analysis of theoretical and institutional issues, empirical evidence, development pre-requisites and economic development policies in the context of actions to stimulate the economic development of local and regional economies.
The course is split in two parts. Both are concerned with the analysis of local economic development theories and policies. The first part of the course (MT) is concerned with 'bottom-up' approaches and focuses on locally initiated and managed processes which may involve a wide range of actors in shaping and implementing local economic development initiatives. The second part of the course (LT) is focused on the macro and meso-level determinants of regional and local economic development and on the design and implementation of the corresponding 'top-down' policies.
Michaelmas Term: This section of the course is aimed at understanding the micro foundations of local economic development, that is the determinants and effects of the behaviour, strategies and choices of key economic actors: local firms, both small and large, multinational enterprises, universities and other education and research organisations, government bodies, industry associations, NGOs, local communities, etc. The study of theoretical approaches, empirical evidence and implications of the behaviour of such actors, and their interactions and linkages, will help building up the analytical framework to interpret the genesis of localised economic systems, their dynamics and evolution over time and the policy options, particularly, but not exclusively, from a bottom-up perspective. The lectures and workshops make use of an extended array of empirical examples and case studies across regions and industries, both in advanced and emerging economies, and consider the transferability of lessons and insights across space and time.
Lent Term: This section of the course is generally focused on the macro and meso-level determinants of regional and local economic development and on the capacity of 'top-down' policies to exert an influence on these drivers, promoting growth and social and territorial cohesion. The section starts by examining the existing disparities in regional economic performance in a number of industrial, emerging and developing countries, illustrating the scope and justification for government intervention in this area. The course then considers how different theories and approaches to local and regional economic development identify different macro and meso determinants of economic performance and, consequently, suggest differentiated sets of 'top-down' development policies. With these analytical tools in place, the EU regional policy is used as a case study to discuss the benefits of a 'balanced' approach to the analysis, design and implementation of regional development policies, overcoming the limitations of the

one-sided approaches presented in the earlier part of the course. In this context, special attention will also be devoted to the cases of the United States, China and India in a comparative perspective.
Teaching: 20 hours of lectures and 18 hours of workshops in the MT. 20 hours of lectures and 27 hours of seminars in the LT. 4 hours of workshops in the ST.
Michaelmas Term: The lectures (two-hour) will be followed by workshops (2-hour), in which students will work on case studies/ presentations in small groups of 4-5 people. The ST session concerns only the first part of the course in the Michaelmas Term (GY408 (MT)/GY415) and consist of Revision and Q&A sessions.
Lent Term: Seminar teaching is based on a combination of seminars and debates.
Formative coursework: One optional Mock exam in each MT and LT terms to be submitted, timings will be announced during the teaching. Feedback and indicative classification will be provided.
Indicative reading: Both terms' reading lists are mainly based on journal articles available in electronic format. Some of the readings will be chapters from the following books/publications: OECD, Competitive Cities in the Global Economy, 2006; R Capello, Regional Economics, Routledge, 2007; A Pike, A Rodriguez-Pose & J Tomaney, Local and Regional Development, 2006; R Crescenzi & A Rodríguez-Pose, Innovation and Regional Growth in the European Union, Springer, 2011; Lundvall, B-A., Joseph, KJ., Chaminade, C. and Vang, J. (Eds) Handbook of Innovation Systems and Developing Countries, Edward Elgar, 2009; S Iammarino & P McCann, Multinationals and Economic Geography: Location, Technology and Innovation, Edward Elgar 2013.
Reading lists are provided electronically on Moodle.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY409 Half Unit
Globalization and Regional Development

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Storper
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in African Development, MSc in City Design and Social Science, MSc in Development Management, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Human Geography and Urban Studies (Research) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Course content: The economic geography of globalization, and examination of some of the principal effects of globalization on economic development of cities, regions and nations. Theories of regional economic development, location, and trade are applied to the contemporary process known as "globalization", and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.
Teaching: 20 hours of lectures and 15 hours of lectures in the MT.
Formative coursework: Students will be expected to participate in group debates throughout the course, with written presentation slides required. Feedback is provided in the sessions.
Indicative reading: P Aghion; J G Williamson, Growth, Inequality and Globalization, Cambridge University Press, 1998; S Brakman, H Garretsen; C van Marrewijk, The New Introduction to Geographical Economics, Cambridge University Press, 2009; G Clark, M Gertler; M Feldman (Eds), The Oxford Handbook of Economic Geography, Oxford University Press, 2000; C Crouch, P Le Galès, C Trigilia; H Voelzkow (Ed), Local Production Systems in Europe: Rise or Demise? Oxford University Press, 2001; J H Dunning (Ed), Regions, Globalization and the Knowledge-Based Economy, Oxford University Press, 2000; P Krugman; M Obstfeld, International Economics: Theory and Policy, Harper-Collins, 1991; A Scott (Ed), Global City Regions, Oxford University Press, 2000; M Storper, The Regional World: Territorial Development in a Global Economy, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.
Assessment: Take home exam (100%) in the ST.

GY410 Half Unit
Economics of Local and Regional Development

This information is for the 2017/18 session.
Teacher responsible: Prof Riccardo Crescenzi STC S414
Availability: This course is available on the CEMS Exchange, MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in City Design and Social Science, MSc in Development Management, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Course content: Why do some regions and territories perform systematically better than others in terms of economic development and wealth? What are the key drivers of local and regional economic performance? How can local and regional economic development policies boost economic activity and improve socio-economic conditions in disadvantaged areas? Globalisation and technological change have challenged the 'traditional' answers to these questions and call for new analytical and policy tools. This course provides students with an in-depth understanding of the macro and meso-level determinants of regional and local economic development and of the policies influencing these drivers. After examining the existing disparities in regional economic performance between and within a number of advanced, emerging and developing countries, the course illustrates the scope and justification for government intervention in this area. Various theories and approaches to local and regional economic development, leading to different policy prescriptions, are analysed in order to identify different macro and meso determinants of economic performance (from innovation and human capital to knowledge spillovers and global networks). In particular, the course dwells on the regional policy of the European Union (EU) - one of the most important large-scale regional policy experiences - in order to discuss the pros and cons of existing policy tools and illustrate the benefits of a 'balanced' approach to the analysis, design, management and implementation of regional and local economic development policies in a globalising world. In this context, special attention will also be devoted to the cases of the United States, China and India in a comparative perspective.
Teaching: 20 hours of lectures and 27 hours of seminars in the MT.
Seminar teaching consist of a combination of seminars and debates.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
Indicative reading: H W Armstrong & J Taylor, Regional Economics and Policy, Macmillan, 2000; R Capello, Regional Economics 2nd Edition, Routledge, 2016; R Crescenzi & M Percoco Geography,

Institutions and Regional Economic Performance, Springer, 2013; R Crescenzi & A Rodríguez-Pose Innovation and Regional Growth in the European Union, Springer, 2011; C Jones Introduction to Economic Growth 2nd edition, Norton 2001; P McCann Urban and Regional Economics, OUP 2001; A Pike, A Rodríguez-Pose & J Tomaney, Local and regional development 2nd Edition, Routledge, 2017. A number of more specialized texts will be recommended at the beginning of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY413 Half Unit
Regional Development and Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Andres Rodriguez-Pose STC S4.07
Availability: This course is available on the MSc in Environment and Development, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Pre-requisites: A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.
Course content: This course deals with the management and institutions of local and regional economic development. It dwells on the socio-economic implications of the emergence of local and regional governments and institutions as key actors in the design and implementation of economic development strategies across the world. In particular, the first section of the course analyses the consequences for economic efficiency and equality of the gradual but relentless shift of development responsibilities from the national and the supranational to the local and regional scale, linked of political and fiscal decentralisation. The second section of the course focuses, from a theoretical and empirical perspective, on the strategies being implemented by subnational governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course draws on examples from Europe, the US, Latin America, and Asia.
Teaching: 20 hours of lectures and 20 hours of seminars in the LT.
Formative coursework: Students will be expected to participate in group debates throughout the course, with written presentation slides required. Feedback is provided in the sessions.
Indicative reading: R J Bennett, Decentralization, Local Governments and Markets: Towards a Post-Welfare Agenda, Clarendon Press, 1990; N Brenner, New state spaces: Urban governance and the rescaling of statehood, Oxford University Press, 2004; P Dicken, Global Shift: Mapping the Changing Contours of the World Economy, Sage, 2007; J D Donahue, Disunited States, Harper Collins, 1997; R Kanbur and A J Venables, Spatial inequality and development, Oxford University Press, 2005; A Pike, A Rodríguez-Pose and J Tomaney, Local and regional development, Routledge, 2006; R J Putnam, Making Democracy Work: Civic Traditions in Modern Italy, Princeton University Press, 1993; A Pike, A Rodríguez-Pose & J Tomaney, Handbook of Local and Regional Development, Routledge, 2011; A J Scott, ed., Global city-regions, Oxford University Press, 2001; M Storper, The Regional World: Territorial Development in a Global Economy, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.
Assessment: Take home exam (100%) in the ST.

GY415 Half Unit Not available in 2017/18
Local Capacity and Economic Development Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Simona Iammarino STC S410
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is freely available to all MSc students in the Department of Geography & Environment. The course is available subject to availability for all other MSc students.
Course content: This course is aimed at understanding the micro foundations of local economic development, that is the determinants and effects of the behaviour, strategies and choices of key economic actors: local firms, both small and large, multinational enterprises, universities and other education and research organisations, government bodies, NGOs, local communities, etc. The study of different theoretical approaches, empirical evidence and implications of the behaviour of such actors, and their interactions and linkages, will help building up the analytical framework to interpret the genesis of local economic systems, their dynamics and evolution over time and the policy options available, particularly, but not exclusively, from a bottom-up perspective. We will make use of an extended array of empirical examples and case studies – and the transferability of their lessons across space and time – across regions and industries, both in advanced and emerging economies.
Teaching: 20 hours of lectures and 18 hours of workshops in the MT. 4 hours of workshops in the ST.
The 4-hour workshop in the ST will be centred on Q&A for the exam.
Formative coursework: One optional Mock exam to be submitted, timings will be announced during the teaching. Feedback and indicative classification will be provided.
Indicative reading: The course is mainly based on academic articles and papers, all available through @reading list. Some chapters will also be used from books such as: A. Pike, A. Rodriguez-Pose & J. Tomaney, Local and Regional Development, 2006; B-A. Lundvall, KJ Joseph, C. Chaminade & J. Vang (eds.), Handbook of Innovation Systems and Developing Countries, 2009; J Cantwell & E Amann (eds.), Innovative Firms in Emerging Market Countries, 2012; S Iammarino & P McCann Multinationals and Economic Geography. Location, Technology and Innovation, 2013. In general, all readings are electronically available from the LSE Library unless otherwise indicated.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY420
Environmental Regulation: Implementing Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Richard Perkins STC.S413 and Dr Michael Mason STC.S510
Availability: This course is compulsory on the MSc in Environmental Policy and Regulation. This course is available

on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regulation, MSc in Risk and Finance, MSc in Urban Policy (LSE and Sciences Po) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

This course cannot be taken with GY465 Concepts in Environmental Regulation or GY475 Issues in Environmental Governance.

Course content: This course provides critical insights into the characteristics, processes and evolving dynamics of environmental policy, regulation and governance. In MT, the course considers the rationale for public policy intervention, and the factors that shape the influence of different interest groups over government policy making. It proceeds to examine the nature, design and performance of different policy instruments, together with the various influences governing policy implementation processes. In LT, the course highlights key themes in environmental regulation informed by the concept of multi-level governance. This concept suggests new alignments and forms of regulation within and across state borders: the themes chosen to explore this concept include collective action, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice).

Teaching: 15 hours of lectures and 9 hours of seminars in the MT. 10 hours of lectures and 9 hours of seminars in the LT.

Formative coursework: Students are expected to prepare one formative essay in MT. In the LT students are required to give one presentation on an agreed topic: this will be graded with feedback.

Indicative reading: While there is no one single text that covers all aspects of the course, you are strongly advised to consult the following:

Core reading, MT: D Fiorino (2006) The New Environmental Regulation, London: MIT Press; J Holder and M Lee (2007) Environmental Protection Law and Policy (2nd edition), Cambridge: Cambridge University Press; S Bell, D McGillivray and O Pedersen (2013) Environmental Law (8th edition), Oxford: Oxford University Press. Core reading, LT: S Barrett (2005) Environment and Statecraft: The Strategy of Environmental Treaty-Making, Oxford: Oxford University Press; M Mason (2005) The New Accountability: Environmental Responsibility Across Borders, London: Earthscan; S Piattoni (2010) The Theory of Multi-level Governance, Oxford: Oxford University Press; A Randall (2011) Risk and Precaution, Cambridge: Cambridge University Press; T Sandler (2004) Global Collective Action, Cambridge: Cambridge University Press.

Assessment: Exam (75%, duration: 3 hours) in the main exam period.

Essay (25%, 3000 words) in the LT.

GY421 Half Unit Not available in 2017/18

Gender and Development: Geographical Perspectives

This information is for the 2017/18 session.

Teacher responsible: Prof Sylvia Chant STC417a

Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Development Studies, MSc in Environment and Development, MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Health and International Development, MSc in Health, Community and Development, MSc in Population and Development, MSc in Regional And Urban Planning Studies, MSc in Regulation, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of development and/or gender in the Global South would be a distinct advantage.

Course content: An analysis of gender roles, relations and inequalities in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their intersections with poverty, especially in urban areas. Specific themes include: the incorporation of gender into development analysis and practice; data on, and indicators of, gender inequality; households and families, domestic inequalities and carework; fertility, family planning and reproductive rights; health, healthcare and housing; gender divisions in urban labour markets; female labour force participation; internal and international migration; Gender and Development (GAD) policy; 'Smart Economics'; female empowerment and participation; girls in GAD; men and masculinities in GAD

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will be expected to produce one essay during the course as well as to prepare presentations for seminars (usually in pairs) and to be actively engaged in seminar discussions, including as discussants and rapporteurs

Indicative reading: Detailed reading lists will be provided during the course. No one book covers the entire course. However, recommended essential reading is as follows: W Benedek, E Kisaakye & G Oberleitner (Eds), Human Rights of Women: International Instruments and African Experiences, 2002; L. Benería, G. Berik & M. Floro, Gender, Development and Globalisation, 2nd ed., 2015; S.Chant (Ed.) The International Handbook of Gender and Poverty, 2010; S. Chant and G.Beetham (eds) Routledge Major Works on Gender, Poverty and Development, Vols1-4, 2015; S Chant & M Gutmann, Mainstreaming Men into Gender and Development, 2000; A.Cornwall, E.Harrison & A.Whitehead (Eds) Feminisms in Development, 2007; A.Cornwall and M.Molyneux (Eds) The Politics of Rights: Dilemmas for Feminist Praxis, 2008; C Jackson & R Pearson (Eds), Feminist Visions of Development, 1998; J.Lee & S. Shaw (Eds) Women Worldwide: Transnational Feminist Perspectives, 2011; S.Rai and G.Waylen (eds) New Frontiers in Feminist Political Economy, 2013, UN Women, Progress of the World's Women 2015-16: Transforming Economies, Realising Rights,2015; World Bank WDR 2012: Gender Equality and Development, 2011.

Assessment: Take home exam (100%) in the ST.

GY423

Environment and Development

This information is for the 2017/18 session.

Teacher responsible: Dr Benjamin Groom STC. S420, Dr Charles Palmer STC. S303, Dr Richard Perkins STC. S413 and Prof Giles Atkinson STC. S302

Availability: This course is compulsory on the MSc in Environment and Development. This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies and MSc in Environmental Policy and Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Pre-requisites: Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC100 Economics A

Course content: 'Environment and Development' explores the complex relationship between environment and development using the concepts and tools used in applied economic analysis: ecological, development, environmental, and institutional economics. Focusing on a number of selected topics and issues of contemporary policy relevance, this relationship is examined in the MT at a more macro scale before moving to a micro-scale investigation of key ecosystem services and cross-cutting themes in LT.

MT: Theories of economic development, well-being, wealth and the challenge of sustainability; Nature, natural capital and economic development; Measuring progress towards sustainability; Economic growth and the environment; Trade, investment and the environment; Technological lock-in, system transformation and the innovation of green technologies; Corporate social responsibility: Drivers, strategy and outcomes.

LT: Environment-poverty trap and the role of population growth; Institutions and natural resource management; Biodiversity and economic development; Agriculture and food security; Water management and economic development; The energy transition and low-carbon development; Biofuels: food, fuel, and the environment; Tropical deforestation and dealing with market failure; Urban environment development; Policy design and evaluation for environment and development

Teaching: 15 hours of lectures and 9 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT.

Indicative reading: MT: G Atkinson, S Dietz, E Neumayer and M Agarwala, Handbook of Sustainable Development, 2nd edition, Edward Elgar, 2014. M Blowfield and A Murray, Corporate Responsibility: A Critical Introduction, Oxford University Press, 2nd edition, 2011. LT: R Lopez and M Toman, Economic Development and Environmental Sustainability. Columbia University Press, 2006. E Barbier, Natural Resources and Economic Development, Cambridge University Press, 2005.

Assessment: Exam (75%, duration: 3 hours) in the main exam period. Essay (25%, 3000 words) in the LT.

(5,000 word extended essay (25%) for students of MSc Environment and Development not writing a dissertation).

GY426
Environmental and Resource Economics

This information is for the 2017/18 session.

Teacher responsible: Dr Benjamin Groom (STC 4.20)

Additional teacher(s): Pr G Atkinson; Dr S Roth, Dr C Palmer, Pr Susana Mourato

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: A background in economics and calculus is desirable.

Course content: Environmental and resource economics is at the forefront of the response to local, national and global environmental problems. As such, it has become an essential part of the thinking and actions of national and regional governments, as well as international agencies and organizations. This course seeks to develop a rigorous treatment of the theory of environmental and natural resource economics, and to show how formal economic thinking can assist real world policymaking in areas such as climate change, ecosystem & biodiversity conservation and water resource management.

The course consists of four components which cluster together the principal areas of interest and research in environmental and natural resource economics. These are: (i) foundations of environmental and resource economics; (ii) economics of pollution control; (iii) economics of renewable and non-renewable resources; and (iv) the study of international environmental problems and agreements.

Teaching: 20 hours of lectures and 9 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: Students will complete one written assignment of 2,500 words in Michaelmas Term, on which they will receive written feedback.

Indicative reading: Detailed reading lists will be provided to support each course component. The following texts will be particularly useful: Perman, R., Y. Ma, J. McGilvray and M. Common, Natural Resource and Environmental Economics, Pearson Addison Wesley, Fourth Edition (2011), and Third Edition (2003); Conrad, J., Resource Economics, Cambridge: Cambridge University Press, (2005); Kolstad, C., Environmental Economics, Oxford: Oxford University Press, (2000).

Assessment: Exam (75%, duration: 3 hours) in the main exam period.

Essay (25%, 3000 words).

GY427 Half Unit
Climate Change: Science, Economics and Policy

This information is for the 2017/18 session.

Teacher responsible: Prof Simon Dietz

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environment and Development, MSc in Environmental Policy and Regulation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. Priority will be given to students on the MSc in Environmental Economics and Climate Change followed by students on the MSc in Environment and Development and MSc in Environmental Policy and Regulation. Students on the MPA will only be offered a place if spaces are available. For further details, please contact your relevant Programme Coordinator.

Course content: A comprehensive guide to the issue of climate change, from fundamental concepts in climate science, through estimating the future impacts of climate change on economies and societies, to cutting greenhouse gas emissions by using economic instruments such as carbon trading. Interdisciplinary, but with an emphasis on economic analysis, albeit taught in a non-technical style.

Teaching: 22 hours of lectures and 7 hours and 30 minutes of seminars in the MT.

Formative coursework: Students will write one essay (unassessed), on which they will receive written feedback. The essay serves as a mock exam, there is no word limit, but students should time themselves to write it in 50 minutes.

Indicative reading: Detailed reading lists will be provided to support each course component.

The following texts will be particularly useful:

Intergovernmental Panel on Climate Change (2014). Climate Change 2014: Fifth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge: Cambridge University Press. Maslin, M. (2008). Global Warming: a Very Short Introduction. Oxford: Oxford University Press. Stern, N. (2007). The Economics of Climate Change: the Stern Review. Cambridge: Cambridge University Press.

Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY428 Half Unit
Applied Quantitative Methods

This information is for the 2017/18 session.
Teacher responsible: Dr Benjamin Groom (STC 420) and Dr David Hendry (COL 7.05)
Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change. This course is available on the MSc in Local Economic Development and MSc in Real Estate Economics and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Pre-requisites: A background in undergraduate statistics or econometrics is helpful
Course content: This course will provide an introduction to quantitative methods in use in modern environmental and resource economics. Emphasis will be placed on the practical use of empirical tools. This applied focus will be complemented by the investigation of assumptions and proofs that can improve the understanding of empirical results. Students will apply the methods taught using statistical/econometric software and data documenting some topical public policy questions. These applications will take place in ten seminars of one hour each. During the seminars the students will gain understanding of the software STATA. Additionally, in the lectures and sometimes seminars, selected papers in quantitative environmental economics will be critically discussed. In general the course will attempt to use examples from relevant and topical empirical papers published in the area of applied econometrics and environmental economics. The module will cover several estimators. We will start with the standard linear regression model, its assumptions, violations and testing procedures. Some non-Linear models will also be presented, including Multivariate Probit and Logit Models (Maximum Likelihood). Extensions of the Linear regression model to incorporate panel data estimators and Instrumental Variables (IV) approaches (e.g. Two Stage Least Squares and Fixed and Random Effects models) will be also covered. The course will conclude with a discussion of programme evaluation methods and randomised control trials (RCTs).
Teaching: 20 hours of lectures and 9 hours of seminars in the MT. 1 hour of seminars in the LT. 2 hours of lectures in the ST.
Formative coursework: A selection of seminar exercises will be marked for formative appraisal.
Indicative reading: Detailed reading lists will be provided to support each course component. The following texts will be particularly useful: a) Stock J.H. and M.W. Watson (2011). Introduction to Econometrics. Third Edition Pearson International Edition; b) J. Wooldridge (2006), Introductory Econometrics: A modern approach, Thomson; c) Angrist J and Pischke J.S. (2009) Mostly Harmless Econometrics, Princeton.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY431 Half Unit
Cities, People and Poverty in the South

This information is for the 2017/18 session.
Teacher responsible: Tom Cowan
Availability: This course is available on the MSc in African Development, MSc in City Design and Social Science, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Health and International Development, MSc in Health, Community and Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Population and Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Experience and/or knowledge of development and/or urbanisation in the South would be a distinct advantage
Course content: The course examines the patterns, processes and implications of urbanisation in developing societies, with particular reference to the survival and well-being of low-income groups, and the variability of urban life and poverty in different geographical contexts. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes with policy interventions on the part of governments, international development agencies and NGOs. Specific themes include: trends in urban development in the 20th and 21st centuries; rural-urban migration; shelter and housing; land and tenure; urban services; the conceptualisation and measurement of poverty; the 'urbanisation' of poverty; the 'feminisation of poverty'; poverty reduction strategies; employment and informality in urban labour markets; urban livelihood strategies and economic restructuring; households and gender; women-headed households; participatory urban governance, and civil society.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce one essay during the course, as well as to prepare seminar presentations (usually in pairs), and to be actively involved in seminar discussions, including as discussants and rapporteurs.
Indicative reading: Detailed reading lists will be provided during the course. No one book covers the entire course. However, recommended essential reading is as follows: A. Roy and E Shaw Crane, Territories of Poverty: Rethinking North and South, 2015; A. Gupta, Red Tape: Bureaucracy, Structural Violence, and Poverty in India, 2012. J. Beall and S. Fox, Urban Poverty and Development in the 21st Century, 2009; S.Chant and C.McIlwaine Cities, Slums and Gender in the Global South, 2016;; S.Parnell and S.Oldfield (Eds), The Routledge Handbook on Cities of the Global South, 2014; D. Satterthwaite Urban Myths and the Mis-use of Data Which Underpin Them, 2010; G. Tannerfeldt & P. Ljung More Urban, Less Poor, 2006; UNFPA, State of the World's Population 2007: Unleashing the Potential of Urban Growth, 2007; UN-Habitat, State of the World's Cities, 2012/13: Prosperity of Cities, 2012.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY432 Half Unit
Urban Ethnography

This information is for the 2017/18 session.
Teacher responsible: Prof Gareth Jones S506
Availability: This course is available on the MSc in African Development, MSc in City Design and Social Science, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course considers the role of ethnography

to how we understand cities. We will look in detail at different types of ethnography and compare with other means of representing the city, through the novel and film, starting with Rem Koolhaas on Lagos. Specific themes will cover the urban flâneur and ethnographer, street ethnography, culture of poverty and marginality, time and waiting, bodies and sex; infrastructure and mobility, gates and the middle class; drugs, the gang and violence, and slums. The course will consider the role of ethnography in developing world cities in particular but also draw from studies of developed world. The course offers an opportunity to reflect on urban places in a way which does not reduce them to arenas for technical, policy-driven planning, and so as to consider the urban experience more broadly. The course will raise issues of methodology.

Teaching: 20 hours of seminars and 4 hours of workshops in the LT.

Formative coursework: A 2,000 word essay or review of readings on a chosen topic from class list.

Indicative reading: There are some useful Readers on urban ethnography such as Duneier, M. et al., The Urban Ethnography Reader, (2014); Oejo, R.E. Ethnography and the City: readings on doing urban fieldwork, (2012). The course is based on identification of a key ethnography for each week supplemented by articles.J. Auyero, The Patients of the State: the politics of waiting in Argentina, 2012; J. Auyero & D. Swistun, Flammable: environmental suffering in an Argentine Shantytown, 2009; T. Belmonte, The Broken Fountain; 2005; J. Biehl, Vita: life in a zone of social abandonment, 2005; P. Bourgois. In Search of respect: selling crack in El Barrio, 2003; P. Bourgois and J. Schonberg, Righteous Dopefiend, 2009; M. Duneier, Sidewalk, 2000; L. Fernandes, India's New Middle Class: Democratic Politics in an Era of Economic Reform, 2006; D. Gandolfo, The City at its Limits: taboo, transgression and urban renewal, 2009; D. Goldstein, Laughter out of Place: race, class, violence and sexuality in a Rio Shantytown, 2003; C. Jeffrey, Timepass: youth, class the politics of waiting in India, 2010 ; S. Jensen, Gangs, Politics and Dignity in Cape Town, 2008; P. Kelly, Lydia's Open Door: inside Mexico's most modern brothel, 2008; M. Leichty, Suitably Modern: Making Middle-Class Culture in a New Consumer Society, 2003; D. Levenson, Adios Nino: the gangs of Guatemala City, (2013); D. Mains, Hope Is Cut: Youth, Unemployment, and the Future in Urban Ethiopia, 2011; L.A. Ring, Zenana: everyday peace in a Karachi apartment building, 2006; E. Tarlo, Unsettling Memories: Narratives of India's 'Emergency' in Delhi, 2003; S. Venkatesh, Gang Leader for a Day, 2008; L. Wacquant, Urban Outcasts, 2008; A. Wilson, The Intimate Economies of Bangkok: tomboys, tycoons, and Avon Ladies in the Global city, 2004; J. Wolseth, Jesus and the Gang: Youth Violence and Christianity in Urban Honduras, 2011;L. Zhang, In Search of Paradise: Middle-class Living in a Chinese Metropolis, 2010; T. Zheng, Red lights: The lives of sex workers in postsocialist China, 2009.

Assessment: Essay (100%, 5000 words) in the ST.

GY438 Half Unit
Cities and Social Change in East Asia

This information is for the 2017/18 session.

Teacher responsible: Dr Hyun Shin STC. S601f

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in China in Comparative Perspective, MSc in City Design and Social Science, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Real Estate Economics and Finance, MSc in Regional And Urban Planning Studies, MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

The number of students able to be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Pre-requisites: N/A

Course content: This is an interdisciplinary urban course that encourages students to develop a critical understanding of how urban space is transformed in diverse social, economic and political settings, and what social implications are made upon the powerless and the poor. Examining the process of socio-spatial transformation in times of condensed urbanisation and economic development, this course makes use of Asia as an empirical site to unsettle Western notions of urban development. Various examples of urban policies and practices will be drawn from cities across East and Southeast Asia, with emphasis on newly industrialised capitalist economies as well as transitional economies such as mainland China.

Focusing on urban questions in particular, the course comprises of lectures and seminars on the following themes:

- political economy of urbanisation;
- the role of the state in urban development;
- urban growth politics;
- land politics and real estate;
- mega-projects and mega-events;
- gentrification and displacement;
- urban contestation;
- economic crisis and inequalities.

Students will also have opportunities to view and discuss various sources of audiovisual materials and documentaries related to these themes.

Course Facebook page: http://goo.gl/k7a22

Teaching: 15 hours of lectures and 9 hours of seminars in the LT.

Formative coursework: One extended reading response (maximum 1,000 words) on which individual feedbacks will be provided.

Indicative reading: Harvey, D. (1989) The Urban Experience, Johns Hopkins University Press; Hsing, Y-t. (2010) The Great Urban Transformation, Oxford University Press; Lees, L., Shin, H.B. and Lopez-Morales, E. (2016) Planetary Gentrification, Polity Press; Logan, J.R. and Molotch, H.L. (1987) Urban Fortunes: The Political Economy of Place, University of California Press; Park, B-G. et al (Eds) (2012) Locating Neoliberalism in East Asia: Neoliberalizing Spaces in Developmental States, Wiley-Blackwell; Wu, F. (2015) Planning for Growth: Urban and Regional Planning in China, Routledge. Andrusz, G. et al. (Eds.) (1996) Cities after Socialism, Blackwell; Forrest, R. and Lee, J. (Eds.) (2003) Housing and Social Change: East-West Perspectives, Routledge; Harvey, D. (2016) The Ways of the World, Profile Books; Lees, L., Shin, H.B. and Lopez-Morales, E. (Eds.) (2015) Global Gentrifications: Uneven Development and Displacement, Policy Press; Mathews, G. (2011) Ghetto at hte Center of the World: Chungking Mansions, Hong Kong, The University of Chicago Press. Seng, L.K. (2013) Squatters into Citizens: The 1961 Bukit Ho Swee Fire and the Making of Modern Singapore, NUS Press. Smart, A. (2006) The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963; Sorensen, A. (2002) The Making of Urban Japan: Cities and Planning from Edo to the Twenty-first Century, Routledge/Curzon

Assessment: Exam (60%, duration: 2 hours) in the main exam period.

Essay (25%, 3000 words).

Class participation (15%) in the LT.

Regular reading responses, required to be submitted to Moodle. Further details will be included in the course guide.

GY439 Half Unit
Cities, Politics and Citizenship

This information is for the 2017/18 session.

Teacher responsible: Dr Murray Low STC.S.512

Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy,

MPA in Public and Social Policy, MPA in Social Impact, MSc in City Design and Social Science, MSc in Culture and Society, MSc in Environment and Development, MSc in Health, Community and Development, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Perspectives on contemporary urban politics. The course will equip students interested in urban change and development to understand and critically assess the variety of ways in which urban politics and policies are imagined and discussed in universities as well as in the world of policy. It will also develop their understandings of key debates and themes in contemporary urban political life.
Topics covered will include: imagining urban politics; theories of urban politics, 'globalisation' and urban political life; urban governance; civil society and urban social movements; urban dimensions of citizenship and migration; policing, violence and urban politics; urban politics and 'neoliberalism.'
Teaching: 20 hours of lectures in the LT. 2 hours of lectures in the ST. This course has a reading week in LT Week 6
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: J Borja and M Castell, Local and Global, 1997; J Davies and D Imbroscio, eds., Theories of Urban Politics (2nd Edition), 2009; M Douglass and J Friedmann, eds., Cities for Citizens, 1998; D Judge, G Stoker and H Wolman, eds, Theories of Urban Politics, 1995; P Le Galegrave;s, European Cities, 2002; L Sandercock, Towards Cosmopolis, 1998; S. Sassen Territory, Authority, Rights, 2006; M P Smith, Translocal Urbanism, 2001.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY441 Half Unit
The Politics of Housing

This information is for the 2017/18 session.
Teacher responsible: Dr Jayaraj Sundaresan
Availability: This course is available on the MSc in City Design and Social Science, MSc in Real Estate Economics and Finance, MSc in Regional And Urban Planning Studies, MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The aim of this course is to examine the politics of housing from a transnational and comparative perspective. The course will link the empirical analyses on housing to theoretical discussions on class, community, gender, ethnicity and design. It will analyse housing issues ranging from informality, homelessness and gated communities to housing tenure, architectural design and housing as a humanitarian tool. This is an interdisciplinary course, drawing upon debates in fields such as Architecture, Urban Planning, Geography, Sociology, Anthropology and Development Studies. The course will help students develop a broad knowledge of the politics of housing in different countries and how they intersect with issues such as urban development, housing finance and public policy. It will also encourage students to think about housing issues relationally and globally.
Themes
Some of the themes covered in this course include: Traditional Housing, Community and Housing Design, Gender and Housing, Race and Ethnicity and Housing, Homelessness, Housing and Emergencies etc.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
1 1500 word essay and 4 one page reading responses
Indicative reading: Attwood, Lynne. 2011. Gender and Housing in the Soviet Russia: Private Life in Public Space. Manchester: Manchester University Press.
Caldeira, Teresa. 2001. City of Walls: Crime, Segregation and Citizenship in Sao Paolo. Berkeley: University of California Press. Charlesworth, Esther. 2006. Architects without Frontiers: War, Reconstruction and Design Responsibility. Oxford: Architectural Press. Datta, K and Jones, G.A. (2012) Housing and Finance in Developing Countries. Abingdon: Taylor and Francis. Gowan, T. (2010) Hobos, Hustlers, and Backsliders: Homeless in San Francisco. Minneapolis: University of Minnesota Press. Glaeze, Webster, C and Frantz, K (2004) Private Cities: Global and Local Perspectives. London: Routledge. Gottesdiener, L (2013) A Dream Foreclosed: Black America and the Fight for a Place to Call Home. Westfield: Zuccotti Park Press. Jackson, K. (1985) Crabgrass Frontier: The Suburbanization of the United States. New York: Oxford University Press. King, A. (1995) The Bungalow: The Production of a Global Culture, New York: Oxford University Press. Smart, A. (2006) The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963. Hong Kong University Press.
Assessment: Essay (80%, 5000 words) in the LT.
Presentation (20%) in the MT.

GY446 Half Unit Not available in 2017/18
Planning for Sustainable Cities

This information is for the 2017/18 session.
Teacher responsible: Dr Nancy Holman STC315b
Availability: This course is available on the MSc in City Design and Social Science, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course focus largely on the problems facing developed countries. The course comprises ten lectures covering issues of physical, economic and social measures to promote sustainability alongside understandings of how this may be measured in an urban context.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students are expected to prepare a seminar paper and presentation.
Indicative reading: Detailed reading on specific policy areas will be provided.: J Agyeman & B Evans (Eds), Local Environmental Policies and Strategies, 1994; S. Wheeler. Planning for Sustainability: Creating livable, equitable, and ecological communities, 2004; Y, Rydin, Governing for Sustainable Urban Development, 2010; S. Davoudi, J. Crawford and A. Mehmood (Eds), Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners, 2009.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY447 Half Unit
The Economics of Regional and Urban Planning

This information is for the 2017/18 session.
Teacher responsible: Dr Felipe Carozzi S416
Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies. This course is available on the CEMS Exchange, MBA Exchange, MSc in African Development,

MSc in Development Management, MSc in Development Studies, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator
Pre-requisites: Students should normally have completed an introductory course in economics. Students without this background may wish to attend the micro-economic section of EC100 Economics A together with the Pre-sessional GY447 and GY447.1 workshops.
Course content: To provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications. The course aims to provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications. Topics include: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and regional economic policy issues.
Teaching: 20 hours of lectures, 9 hours of seminars and 5 hours of workshops in the MT. 1 hour of workshops and 2 hours of workshops in the LT. 2 hours of lectures in the ST.
There will also be 5 hours of pre-sessional classes in Week 0 provided mainly for those without a previous economic background. The MT workshop is also aimed at those without a previous economic background.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading:
1) A O'Sullivan Urban Economics;
2) D DiPasquale & W C Wheaton, Urban Economics and Real Estate Markets;
3) J F McDonald, Fundamentals of Urban Economics;
4) R W Vickerman, Urban Economics;
5) H Armstrong & J Taylor, Regional Economic Policy and its Analysis;
6) M Fujita, Urban Economic Theory;
7) J Stiglitz, Economics of the Public Sector;
8) M Common, Environmental and Resource Economics;
9) H Dunkerley (Ed), Urban Land Policy: Issues and Opportunities;
10) Pindyck & RubinfeldMicroeconomics, Suslow & Hamilton Study Guide.
More detailed readings will be provided during the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY448 Half Unit
Social and Political Aspects of Regional and Urban Planning

This information is for the 2017/18 session.
Teacher responsible: Dr Alan Mace STC315a
Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies. This course is available on the MSc in City Design and Social Science, MSc in Human Geography and Urban Studies (Research), MSc in Public Administration and Government (LSE and Peking University) and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Course content: The course will explore the impact of key social and political processes on the activity of urban and regional planning. These processes will be explored at the international, national, and local scale by looking at the impacts of both globalisation and neo-liberalism on the planning of cities and regions. The main focus is on the relationship between planning as a function of governance, urban politics and the market. Key concepts covered in the course include: claims for and against urban planning; and the politics of planning - including community politics and the effect of institutional structures on the nature and form of the planning system. These concepts are supported by an introduction to the development of planning practice (primarily in the UK) and a review of key strands of planning theory.
Teaching: 15 hours of lectures and 8 hours of seminars in the MT.
Formative coursework: Students will submit a 1,500 word essay.
Indicative reading: Friedmann, J., 2011. Insurgencies: Essays in Planning Theory, Routledge. Hall, P., 2014. Cities of Tomorrow, Wiley. Newman, P.; Thornley, A., 2004. Planning World Cities: Globalization and Urban Politics, Palgrave Macmillan.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 3000 words) in the MT.

GY449 Half Unit
Urban Futures

This information is for the 2017/18 session.
Teacher responsible: Dr Austin Zeiderman
Availability: This course is available on the MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is strictly capped at 34. Students are required to apply through Graduate Course Choice on LSE for You by providing a short written explanation of why they are interested in taking the course. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. Priority will be given to those on Geography and Environment MSc programmes. For further details, please contact your relevant Programme Coordinator.
Course content: By now we are accustomed to hearing that, for the first time in history, the majority of the world's population lives in cities. We may also be aware that more than one billion people now live in the urban slums and shantytowns of the global South, and that this is where the majority of world population growth will take place. But what sort of futures are being imagined for the cities of the twenty-first century? In response to this question, GY449 Urban Futures will critically analyze how the future of cities, and the cities of the future, have been thought about and acted upon in different times and places. Students will learn to adopt a geographical and historical approach to urban futures by exploring how ways of envisioning the future of cities differ across time and space. Treating the future as a social, cultural, and political reality with a profound influence on the present, the course will examine how urban areas are planned, built, governed, and inhabited in anticipation of the city yet to come. Each week will be organised around a particular model for the future of the city: the ideal city, the dystopian city, the modernist city, the colonial city, the capitalist city, the socialist city, the organic city, the global

city, and the secure city. These models will be examined through concrete examples and will enable the discussion of broader theoretical perspectives in urban studies, with a specific focus on the critical analysis of urban futures. Though grounded in urban geography, this course will draw upon texts and other materials from anthropology, sociology, history, cultural studies, literature, film, philosophy, social theory, architecture, art, and city planning. Its primary objective is to equip students with sophisticated, critical ways of thinking about the future of cities, since doing so has real significance for the kind of city we want to, and eventually will, ourselves inhabit.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 presentation in the MT.
The formative presentation will be an opportunity for students to begin preparing for the assessed essay and to receive feedback from peers and from the lecturer. Presentations will be delivered in a workshop setting during seminar.
Indicative reading: A detailed reading list will be provided at the beginning of the course, but will include works such as: Arjun Appadurai, The Future as Cultural Fact: Essays on the Global Condition (2013); Raymond Williams, The Country and the City (1973); Reinhart Koselleck, Futures Past: On the Semantics of Historical Time (2004); Justin McGuirk, Radical Cities: Across Latin America in Search of a New Architecture (2014); Thomas More, Utopia (1516); Ruth Eaton, Ideal Cities: Utopianism and the (Un) Built Environment (2002); Matthew Gandy, The Fabric of Space: Water, Modernity, and the Urban Imagination (2014); David Harvey, Spaces of Hope (2000); Mike Davis, Planet of Slums (2006); James C. Scott, Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed (1998); James Ferguson, Expectations of Modernity: Myths and Meanings of Urban Life on the Zambian Copperbelt (1999); Svetlana Boym, The Future of Nostalgia (2001); Gwendolyn Wright, The Politics of Design in French Colonial Urbanism (1991); Timothy Mitchell, Colonising Egypt (1991); Jane M. Jacobs, Edge of Empire: Postcolonialism and the City (1996); Friedrich Engels, The Condition of the Working Class in England (1845); Walter Benjamin, "Paris: Capital of the Nineteenth Century" (1935); Georg Simmel, "The Metropolis and Mental Life" (1903); David Harvey, The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change (1990); Ebenezer Howard, "The Town-Country Magnet" (1898/1902); Jane Jacobs, The Death and Life of Great American Cities (1961); David Pinder, Visions of the City: Utopianism, Power, and Politics in Twentieth-century Urbanism (2005); Michel Foucault, Security, Territory, Population: Lectures at the Collège de France (2007); Teresa P. R. Caldeira, City of Walls: Crime, Segregation, and Citizenship in São Paulo (2000); Stephen Graham, Cities Under Siege: The New Military Urbanism (2011).
Assessment: Essay (100%, 5000 words) in the LT.
The assessed essay will be a critical and creative exercise in the analysis of urban futures. Students will be given a choice: 1) Identify and research one vision of the urban future that exists in the present; or 2) Take a particular city and research the ways its future has been envisioned in the past, and how it is currently being envisioned in the present. Essays must contain no more than 5,000 words of text although they may also include images, as well as any other media that pertains to the argument.

GY450
Planning Practice and Research

This information is for the 2017/18 session.
Teacher responsible: Dr Nancy Holman STC315b and Dr Alan Mace STC315a
Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies. This course is available on the MPhil/PhD in Regional and Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The aim of this course is to provide students with an understanding of the current planning issues faced by practitioners and their policy responses. This will begin with an introduction to the planning context of London and an overview of the British planning system. This will be followed by weekly sessions with invited speakers involved in planning practice and research. They will be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy. The content will consist of a series of guided walks, lectures and seminars covering issues of current concern and debate within urban and regional policy and planning.
Teaching: 15 hours of lectures in the MT. 15 hours of lectures in the LT.
There will normally be 25 hours of lectures and seminars, mainly from visiting speakers, plus study trips. These will take place throughout the year.
Assessment:
There is no Assessment in this course but the content will be relevant to the assessed courses in the MSc Regional and Urban Planning Studies Programme.

GY452 Half Unit
Urban Research Methods

This information is for the 2017/18 session.
Teacher responsible: Dr Hyun Shin S601F
Additional teacher(s): Professor Sylvia Chant; Professor Gareth Jones; Dr Neil Lee; Dr Austin Zeiderman; Dr Claire Mercer
Availability: This course is compulsory on the MSc in Urbanisation and Development. This course is not available as an outside option.
This course is available on the MSc in Urban Policy (LSE and Sciences Po) for those students who choose the MSc in Urbanisation and Development track for their Year 2 studies.
Pre-requisites: N/A
Course content: The course aims to introduce students to the key methods that are frequently mobilised to carry out research on urbanising societies around the world. The course is designed to help students think more systematically about methodological considerations in order to execute a successful dissertation research. Below is a list of themes to be covered in the course:
• Designing an urban research project and ethics
• Comparative (case) studies
• Working with archives
• Interviews and focus groups
• Conducting ethnography
• Quantitative data and questionnaires
• Analysis and write-up
Teaching: 8 hours of lectures, 12 hours of seminars and 6 hours of workshops in the LT.
Workshops are for students to present their research proposals.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Flyvbjerg, B. (2001) Making social science matter: Why social inquiry fails and how it can succeed again. Cambridge: Cambridge University Press. Hay, I. (ed.) (2010) Qualitative Research Methods in Human Geography. 3rd edition. Oxford: Oxford University Press. Heimer, M. and Thogersen, S. (eds.) (2006) Doing fieldwork in China. Copenhagen: NIAS Press. Hennink, M. et al (2011) Qualitative Research Methods. London; Thousand Oaks, CA: SAGE. Sayer, A. (1992) Method in social science: A realist approach. London: Routledge. Ward, K. (ed.) (2012) Researching the city: a guide for students. London: Sage
Assessment: Essay (60%, 2500 words) and research proposal (20%) in the ST.
Presentation (20%) in the LT.

GY454 Half Unit
Urban Policy and Planning

This information is for the 2017/18 session.
Teacher responsible: Dr Alan Mace S315a and Dr Nancy Holman S315b
Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Social Policy and Planning), MSc in Urban Policy (LSE and Sciences Po) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Course content: The course provides a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. We will cover urban regeneration policy and community development as they relate to neighbourhood planning. The aim is also to gain an understanding of the causes of similarity and difference in policy approaches. Students will undertake a group research project based on a London neighbourhood including an assessment of local planning policy.
Teaching: 16 hours of lectures and 12 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Urban Task Force, Urban Renaissance;DETR, Our Towns and Cities: The future; R Atkinson ; G Moon, Urban Policy in Britain; P Hall ; C Ward, Sociable Cities; E Blakely ; M Snyder, Fortress America;D Judd ; S Fainstein, The Tourist City; J Mannigan, Fantasy City;T Hall ; P Hubbard, The Entrepreneurial City.
Assessment: Essay (90%, 5000 words).
Presentation (10%) in the LT.
A 5,000 word essay linked to the London neighbourhood planning project.

GY455 Half Unit
Economic Appraisal and Valuation

This information is for the 2017/18 session.
Teacher responsible: Prof Giles Atkinson S302 and Prof Susana Mourato S503
Dr. Allan Beltran (S304)
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in City Design and Social Science, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Risk and Finance, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator
Course content: This course is concerned with the foundations and practical use of applied economics in the context of project appraisal and policy evaluation and will include the following content. Introduction to economic aspects of project appraisal and cost-benefit analysis. Efficiency, equity and distributional concerns. Measurement of costs and benefits with a specific emphasis on practical methods to value non-market goods and services. The application of project appraisal methods to policy sectors such as transport, health and the environment. Seminars and lectures will focus extensively on applied case studies and the tools involved in the appraisal of projects by for example development agencies such as The World Bank. Examples particularly from environmental, health, development and transport policy in the developed and developing world.
Teaching: 12 hours of lectures and 8 hours of seminars in the LT.
Indicative reading: Detailed reading lists will be provided to support each course component. Emphasis will be placed on texts, case study material and state-of-the-art contributions to, for example, the literature on non-market valuation. For an overview and introduction to the main issues covered by the course, students may wish to consult the following: G Atkinson and S Mourato, "Cost-Benefit Analysis and the Environment", OECD Environment Working Paper No. 97; AE Boardman et al, Cost-Benefit Analysis: Concepts and Practice, 2011 (chapters 1 and 2); N Hanley and EB Barbier Pricing Nature: Cost-Benefit Analysis and Environmental Policy, 2009; G de Rus Introduction to Cost-Benefit Analysis: Looking for Reasonable Shortcuts, 2011.
Assessment: Essay (100%, 4000 words) in the LT.
A 4000 word essay linked to real-life examples of economic appraisal and valuation

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GY457
Applied Urban and Regional Economics

This information is for the 2017/18 session.
Teacher responsible: Dr Christian Hilber
Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Pre-requisites: The course assumes that students already have knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.
Course content: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context.Examples of topics covered include: the functioning of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban growth - theory and evidence; land and real property markets; the impact of land market regulation including the economic impact of land use planning; local public finance and house price capitalisation; real estate cycles; homeownership; the economics of schooling, crime and urban transport; urban labour markets. The institutional frame of reference within which the course is taught relates mainly to Western Europe and the United States.
Teaching: 22 hours of lectures and 10 hours and 30 minutes of seminars in the MT. 20 hours of lectures, 15 hours of seminars and 2 hours of workshops in the LT.

Indicative reading: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: J. Brueckner, Lectures on Urban Economics, 2011; P.C. Cheshire & E.S. Mills, Handbook of Regional and Urban Economics Vol. III: Applied Urban Economics, North Holland, 1999; P.C. Cheshire, M. Nathan & H. Overman, Urban Economics and Urban Policy: Challengng Conventional Policy Wisdom, 2014; D. DiPasquale & W. Wheaton, Urban Economics and Real Estate Markets, 1996; M. Fujita, Urban Economic Theory, 1988; E.L. Glaeser, Triumph of the City, 2011; Henderson, J.V. and J.F. Thisse, Handbook of Regional and Urban Economics Vol. IV, North Holland, 2004; J.F. McDonald, Fundamentals of Urban Economics, 1997; J.F. McDonald & D.P. McMillen, Urban Economics and Real Estate, Theory and Policy, 2011; B. O'Flaherty, City Economics, 2005; A. O'Sullivan, Urban Economics (7th edn.), 2009.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

GY458 Half Unit
Real Property Market Practice

This information is for the 2017/18 session.
Teacher responsible: Prof Paul Cheshire S405 and Dr Gabriel Ahlfeldt S408
Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.
It is available by arrangement with the teacher responsible as an option to other students on other programmes who have an appropriate academic background and an interest in real estate markets.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator
Course content: An examination of how real property markets operate in practice and of the analytical techniques and data available for analysts and practitioners. Specific areas of study include: the availability and structure of data sets in the context of property: problems of: price measurement; user/investment categories; professional methods of valuation (appraisal) and possible impact on price formation: creating and manipulating datasets; measuring property performance; analysis to guide portfolio selection; anticipating and evaluating investment opportunities. Specific sector case studies: industrial, retail, commercial, and residential: investment portfolio choice and management. Briefing on course project/essay. Defining research objectives and methodology in practice.
Teaching: 20 hours of lectures, 4 hours of seminars and 8 hours of workshops in the MT. 8 hours of workshops and 20 minutes of help sessions in the LT.
The majority of the lectures in the Michaelmas term are provided by senior practitioners in real estate research and analysis. The seminars/workshop sessions are organised by Dr Ahlfeldt to prepare students for their projects. Time will be allocated for students to have up to 20 minute one-on-one meetings with either Professor Cheshire or Dr Ahlfeldt during the Lent Term to discuss their projects. In addition there will be voluntary statistical/econometric workshops and support available in both the Michaelmas and Lent terms.
Indicative reading: There is no course text. CSO guides to Government Statistics; publications from Investment Property Databank and other research departments and organisations in the real property markets; Journal of Property Research, Estates Gazette.
Assessment: Essay (100%, 3000 words).
A 3,000 word project or essay identifying a research problem in real estate markets on a specific issue (e.g., 'The Impact of the 2008 Financial Crisis on Office Rents in Hong Kong', 'Impact of Incomes on House Prices in the UK', 'Which Side of Beijing-Tianjin High-Speed Railway Benefits Most in terms of Housing Prices?' or 'The Economic Implications of Use-Class Designations in England") which will require the student to investigate data sources, suggest techniques of data analysis and provide conclusions on the problem set. Topics must be agreed with the teachers responsible.

GY459 Half Unit
Urban Theory and Policy in the Global South

This information is for the 2017/18 session.
Teacher responsible: Prof Gareth Jones S506 and Dr Alexandra Abello Colak
Additional teacher: Tom Cowan
Availability: This course is compulsory on the MSc in Urbanisation and Development. This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Pre-requisites: None.
Course content: This course aims to provide a grounding in key debates in urban studies and policy with reference to the Global South. It highlights the interconnections between evolving urban ideas and research and policy. Anticipated topics include The City and the Urban Paradigm; Social Life of Cities; Gender, Poverty and the city, Inequality and Slums; Class and Elite spaces; Displacement; Governance and Rights to the City; violence, conflict and security. Dedicated lectures will draw from staff research, with particular emphasis on Brazil, China, Colombia, Mexico, India, and South Africa.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: One essay of 1,500 words (formative).
Indicative reading: A comprehensive reading list mostly focussing on articles will be provided. Useful books include: Beall, J. and S. Fox, Cities and Development, (2009); S.Chant, Gender, Generation and Poverty, Elgar (2007); S Chant & C McIlwaine, Cities, Slums and Gender in the Global South, Routledge (2016); K Datta & G A Jones (Eds), Housing and Finance in Developing Countries, Routledge (1999); M Davis, Planet of Slums (2006); S Graham, Cities under Siege: the new military urbanism (2010);Y-t Hsing, The Great Urban Transformation (2010); G A Jones & D. Rodgers, Youth Violence in Latin America (2009); K Koonings and D Kruijt (Eds), Mega-Cities: the politics of urban exclusion and violence in the Global South, Zed (2009); Lemanski, C. and C. Marx (eds) The City and Urban Poverty, (2015); C. Moser, Ordinary Families, Extraordinary Lives: assets and poverty reduction in Guayaquil, 1978-2009, Brookings (2009); Parnell, S. and E. Pieterse, Africa's Urban Revolution, (2014); A. Roy and A. Ong (eds.) Worlding Cities: Asian experiments and the art of being global (2011); A. Simone, City Life from Jakarta to Dakar, (2010); H de Soto, The Mystery of Capital, (2001); F Wu (Ed), China's Emerging Cities: The Making of New Urbanism (2007); Ward, P.M., Jimenez Huerta, E.R and M. Di Virgilio, Housing Policy in Latin American Cities: a new generation of strategies and approaches for 2016 UN-Habitat III, (2015).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY460 Half Unit
Techniques of Spatial Economic Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Steve Gibbons S511
Availability: This course is available on the MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Real Estate Economics and Finance, MSc in Regional And Urban Planning Studies and MSc in Statistics (Social Statistics). This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator
Pre-requisites: Students must have a good understanding of statistics and applied micro-econometrics at an undergraduate level or, for example, have studied Applied Quantitative Methods (GY428) in Michaelmas term or another course which introduces topics such as instrumental variables and panel data methods. It is advisable to look at the first two key readings listed below before signing up for this course. Students who are comfortable working with computers, data and already have basic familiarity with STATA or other statistics/econometrics software will get the most out of this course.
Course content: The aim of the course is to develop the technical tools necessary to understand and analyse spatial economic and social phenomena and to apply quantitative techniques to analyse economic and social problems, processes and policies at the urban and regional scale. The course also provides a hands-on introduction to using Geographical Information Systems and other spatial computer applications for research purposes, but you should not expect to get a full training in GIS from this course. Topics typically include: Spatial representation, spatial data and Geographical Information Systems; spatial weights, aggregation and smoothing methods; spatial econometric models and neighbourhood effects; answering causal questions in the spatial context; spatial interaction and discrete choice models; spatial cluster and point pattern analysis; inequality, competition and diversity.
Teaching: 10 hours of lectures and 20 hours of seminars in the LT.
30 hours of teaching in LT comprising computer classes and lectures. The majority of sessions will take place in a computer classroom and these sessions combine lecture and practical material. Formative feedback will be available on submitted answers to seminar exercises and/or a past exam paper.
Formative coursework: Throughout the term, students are given the opportunity to provide answers to problem sets, written answers to class exercises and computer workshop tasks, and past examination questions, on which feedback will be given.
Indicative reading: A reading list and outline is available on Moodle. Important readings are
Gibbons, S., H.G Overman and E. Patacchini (2015) Spatial Methods, Ch. 3 in Duranton, G, J.V. Henderson and W. Strange (eds) Handbook of Urban and Regional Economics Vol 5a, Elsevier.
Baum-Snow, N. and F. Ferreira (2015) Causal Inference in Urban Economics, Ch. 1 in Duranton, G, J.V. Henderson and W. Strange (eds) Handbook of Urban and Regional Economics Vol 5a, Elsevier.
An overview of some topics is provided by: A Fotheringham, C Brunsdon; M Charlton, Quantitative Geography: Perspectives on Spatial Data Analysis. Sage Publications, 2000.
Assessment: Project (100%, 5000 words) in the ST.
A quantitative research project of not more than 5000 words to be handed in at a specified date in the ST (100%).

GY462 Half Unit
Real Estate Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Olmo Silva S506A
Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available on the MSc in Accounting and Finance, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Course content: This course aims to provide students with concepts and techniques for analysing financial decisions in real estate development and investment. Topics include: basic real estate investment analysis and financial leverage; real options approach applied to real estate; real estate investment performance and portfolio considerations; fixed and flexible rate mortgage loans and mortgage payment issues; debt securitisation (secondary mortgage market & mortgage backed securities); tax transparent real estate investment vehicles (REITs); and international real estate (time permitting).
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.
External interventions by real estate practitioners will be scheduled when feasible.
Formative coursework: Students will be expected to complete in-class exercises and up to two take-home case-studies.
Indicative reading: Key texts are: Brueggeman, W. B. and J. D. Fisher (2005) Real Estate Finance & Investments (13th edition or newer), New York City, NY: McGraw-Hill/Irwin; Linneman, Peter (2004) Real Estate Finance & Investments: Risks and Opportunities, (2nd edition or newer). Philadelphia: Linneman Associates. A more detailed reading list will be handed out at the beginning of the course.
Assessment: Exam (70%, duration: 2 hours, reading time: 10 minutes) in the main exam period.
Presentation (30%) in the LT.
70% of the students' final grade will come from a two-hour closed book examination. The exam will consist of three questions and students will have to answer two out of these three questions. These questions will assess the material covered by the lecturers during the Lent Term as well as the topics discussed by the external speakers (two to three external interventions are planned every year; these are subject to confirmation).
30% of students' final grade will come from a group work and presentation on a "case study" in real estate financial investment. Students will be provided with some material and instructions towards the second or third week of the term and will be assigned to groups of 4-5 students. They will have to work both on an xl cash flow analysis of this real estate investment opportunity as well as on a short (20min) presentation they will give as a group. They will then be allocated some time during one of the classes to present their solution as a group and will be assessed both on their presentation skills and the technical understanding of the cash flow analysis used in their financial investment decision.

GY464 Half Unit Not available in 2017/18
Race and Space

This information is for the 2017/18 session.
Teacher responsible: Dr Romola Sanyal
Availability: This course is available on the MPhil/PhD Human Geography and Urban Studies, MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Empires, Colonialism and Globalisation, MSc in Environment

and Development, MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development.
This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This postgraduate course considers the relationship between race and space linking critical race, colonial and postcolonial studies and critical human geography. The question of race cannot be meaningfully delinked from other identity politics such as gender, class, caste and religion, hence, this course studies these in tandem with each other. We consider a series of events at the interface of racial and spatial control, through themes such as colonialism, immigration, forms of apartheid, segregation and varieties of 'ghettos' and the political economy of incarceration. The course uses social theory to develop a situated, comparative analysis of racial geographies in the contemporary world, . It will also draw on recent work in colonial, postcolonial and critical race studies. The central questions of the course are: How have racial geographies been made, reproduced, and transformed in connected ways, and what critical tools are necessary for the linked work of anti-racism and spatial justice?
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: A 2,500 word essay and 4 one page reading responses.
Indicative reading: A detailed syllabus will be provided at the beginning of the course, but would include works such as CLR James: The Black Jacobins, 1989; F Fanon: Wretched of the Earth, 1963; E Said: Orientalism, 1983; K. Jackson: Crabgrass Frontier, 1985, A McClintock: Imperial Leather, 1995; Thomas Blom Hansen: Wages of Violence: Naming and Identity in Postcolonial Bombay, 2001, R W Gilmore: Golden Gulag: Prisons, Surplus, Crisis and Opposition in Globalizing California, 2005; O Yiftachel: Ethnocracy: Land and Identity Politics in Israel/Palestine, 2006
Assessment: Essay (100%, 5000 words).

GY465 Half Unit
Concepts in Environmental Regulation

This information is for the 2017/18 session.
Teacher responsible: Dr Richard Perkins STC. S413
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Regulation, MSc in Risk and Finance, MSc in Urban Policy (LSE and Sciences Po) and Master of Public Administration.
This course is available with permission as an outside option to students on other programmes where regulations permit.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
This course cannot be taken with GY420 Environmental Regulation: Implementing Policy or GY475 Issues in Environmental Governance.
Course content: This course provides critical insights into the nature, dynamics and practice of environmental regulation. It considers the rationale for policy intervention and the influence of different interest groups on environmental policy making. The course proceeds to examine the characteristics, design and performance of different policy instruments, together with the various influences governing policy implementation processes.
Teaching: 15 hours of lectures and 9 hours of seminars in the MT.
Formative coursework: Students are expected to prepare one formative essay.
Indicative reading: While there is no one single text that covers all aspects of the course, you are strongly advised to consult the following:
Core reading: D Fiorino (2006) The New Environmental Regulation, London: MIT Press; J Holder and M Lee (2007) Environmental Protection Law and Policy (2nd edition), Cambridge: Cambridge University Press; S Bell, D McGillivray and O Pedersen (2013) Environmental Law (8th edition), Oxford: Oxford University Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY467 Half Unit Not available in 2017/18
Global Migration and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Claire Mercer STC.418
Availability: This course is available on the MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Empires, Colonialism and Globalisation, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in Regional And Urban Planning Studies, MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development.
This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The aim of this course is to examine the relationship between migration, diaspora and development with a particular focus on migrants' and diasporas' contributions to development in the Global South. The course encourages students to develop a critical understanding of the role of different diasporas in political, social and economic development. This is achieved through (i) a critical consideration of theoretical debates in geography, sociology, anthropology and development studies on diaspora, migration and development, (ii) an engagement with contemporary migration and development policies, (iii) an examination of diasporas' developmental work including economic and social remittances, and political activities. The final part of the course examines these debates in the context of the African diaspora.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Braziel, J.E. (2008) Diaspora: an introduction, Blackwell, Oxford; Castles, S. and R. D. Wise (eds) (2008) Migration and development: perspectives from the South, International Organization for Migration, Geneva; Cohen, R. (2008) Global diasporas: an introduction, second edition, Routledge, London; Knott, C. and S. McLoughlin (2010) (eds) Diaspora: concepts, intersections, identities; Mercer, C., B. Page and M. Evans (2009) Development and the African Diaspora: place and the politics of home, Zed, London; Lucas, R.E.B. (2014) (ed) International handbook on migration and economic development, Edward Elgar, Cheltenham; van Naersson, T., E. Spaan and A. Zoomers (eds) (2008) Global migration and development, Routledge, London
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

GY468 Half Unit

Environment and Development: Sustainability, Technology and Business

This information is for the 2017/18 session.
Teacher responsible: Dr Richard Perkins S413, Prof Giles Atkinson and Dr Charles Palmer
Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies and MSc in Environmental Policy and Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator
Pre-requisites: Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC100 Economics A.
Course content: Theories of economic development, well-being, wealth and the challenge of sustainability; Nature, natural capital and development; Measuring progress towards sustainability; Economic growth and the environment; Trade, investment and the environment; Technological lock-in, system transformation and the innovation of green technologies; Corporate social responsibility: Drivers, strategies and outcomes
Teaching: 15 hours of lectures and 9 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Atkinson G, Dietz S, Neumayer E and Agarwala M (eds.), Handbook of Sustainable Development, Edward Elgar, 2nd edition, 2014; Blowfield M and Murray A, Corporate Responsibility, Oxford University Press, 3rd edition, 2014.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY469 Half Unit

Environment and Development: Ecosystem Services and the Global South

This information is for the 2017/18 session.
Teacher responsible: Dr Charles Palmer STC. S303 and Dr Benjamin Groom STC. S420
Availability: This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Environmental Economics and Climate Change and MSc in Human Geography (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Pre-requisites: Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC100 Economics A.
Course content: The demand for and supply of energy, food, and water have important implications for resource use and the environment. They also serve as building blocks for economic development. With a focus on individuals and countries in the global south, this course is evidence based and primarily utilises the concepts and tools of environmental economics and development economics. It aims to impart knowledge and develop critical thinking about a number of selected topics concerned with the interface between environment and development. Structured over 10 weeks, the course is divided into three distinct parts. After introducing the course (week 1), Part I concentrates on two topics, which play a key role in conditioning the supply of ecosystem services, institutions (week 2) and biodiversity (week 3). Part II devotes a week each to food (week 4), water (week 5), and energy (week 7), with special attention paid to issues of contemporary policy relevance, for example, food security, climate adaptation, and the energy transition. Part III focuses on three selected topics, which cut across many of the themes covered in the first two parts of the course: biofuels (week 8); forests (week 9); and, urban (week 10). The course concludes with a closer examination of policy used to manage the some of the trade-offs between environment and development studied earlier in the course (week 11).
Teaching: 15 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: There is no single textbook, which covers the content of the whole course. The following provides some indicative reading: R Lopez and M Toman, Economic Development and Environmental Sustainability. Columbia University Press, 2006. E Barbier, Natural resources and economic development, Cambridge University Press, 2005.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY470 Half Unit

Urban Africa

This information is for the 2017/18 session.
Teacher responsible: Dr Claire Mercer STC.418
Dr Claire Mercer will deliver the majority of course content and will be Course Manager.
Professor Sue Parnell (Visiting Professor, LSE Cities) will deliver two lectures on the course.
Availability: This course is available on the MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to students in other departments and on other programmes where their regulations allow, and if there is space on the course.
Course content: The course begins with three introductory weeks that provide the foundations for understanding contemporary urban Africa: the geographies and pre-histories of urban Africa; the colonial African city; and ideas that frame urban Africa.
The rest of the course will look at key issues currently facing African cities drawing on contemporary policy debates and research in human geography, urban studies, anthropology, sociology and planning studies. These include: urban economies, livelihoods and poverty; inequality; urban risk and resilience; urban governance; rural-urban connections; infrastructure and services; and urban form.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. There will be a Reading Week in Week 6.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT and 1 essay in the Week 6.
Formative assessment [1] will prepare students for the summative assessment [1], the policy brief. Across two seminar sessions students will present a draft policy brief on an issue of urban development in an African city of their choice. Students and staff will be able to peruse the draft policy briefs and comment on them in the seminars.
Formative assessment [2] students will practice essay writing by submitting a 1500 word essay, to be completed during the Reading Week, critically evaluating the concepts and ideas that frame urban Africa which were introduced at the start of the course.
Indicative reading: de Boeck F and S Baloji (2016) Suturing the city: living together in Congo's urban worlds, Autograph ABP, London. Diouf M and R Fredericks (eds) (2014) The arts of citizenship in African cities: infrastructures and spaces of

belonging, Palgrave Macmillan, Basingstoke. Obeng-Odoom F (2016) Reconstructing urban economies: towards a political economy of the built environment, Zed, London. Myers G (2011) African cities: alternative visions of urban theory and practice, Zed, London. Parnell S and E Pieterse (eds) (2014) Africa's urban revolution, Zed, London. Pieterse E and AM Simone (eds) (2013) Rogue urbanism: emergent African cities, Jacana Media with African Centre for Cities, University of Cape Town. Quayson A (2014) Oxford Street, Accra: city life and the itineraries of transnationalism, Duke University Press, Durham and London Robinson J (2006) Ordinary cities: between modernity and development, Routledge, Abingdon. Simone AM (2004) For the city yet to come: changing African life in four cities, Duke University Press, Durham and London

Assessment: Coursework (40%, 1200 words) in the LT.
Essay (60%, 3000 words) in the ST.
Summative assessment [1] – 40% of overall mark – students will submit a 2 x A4 policy brief on an issue of urban development in an African city of their choice.
Summative assessment [2] - 60% of overall mark – a 3000 word essay – students will submit a 3000 word essay addressing an issue of urban development in an African city from a critical perspective.

GY475 Half Unit
Issues in Environmental Governance

This information is for the 2017/18 session.
Teacher responsible: Dr Richard Perkins S413 and Dr Michael Mason S510
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regulation, MSc in Risk and Finance, MSc in Urban Policy (LSE and Sciences Po) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
This course cannot be taken with GY465 Concepts in Environmental Regulation or GY420 Environmental Regulation: Implementing Policy.
The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.
Course content: This Lent Term course is designed to highlight key themes impacting on environmental regulation across different scales of governance. While the emphasis is on global and transnational policy processes, attention is also paid to the implications of these processes at regional and local scales. The organising framework of 'multi-level governance' suggests new alignments and forms of regulation which require us to consider environmental decision-making within and beyond the territorial authority of a single state. The indicative themes chosen explore distinctive challenges for multi-level governance - collective action, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice). These themes, which will be explored in student-led seminars, run explicitly or implicitly through many environmental policy debates.
Teaching: 10 hours of lectures and 9 hours of seminars in the LT.
Formative coursework: All students are required to make one presentation on an agreed topic: this will be graded with feedback for individual students.
Indicative reading: While there is no one single text that covers all aspects of the course, students are advised to consult the following: Core reading, S. Barrett (2005) Environment and Statecraft: The Strategy of Environmental Treaty-Making, Oxford: Oxford University Press; A. Gupta and M. Mason (eds) (2014) Transparency in Global Environmental Governance, Cambridge, MA: MIT Press; M. Humphreys (ed) (2010) Human Rights and Climate Change, Cambridge: Cambridge University Press; S. Piattoni (2010) The Theory of Multi-level Governance, Oxford: Oxford University Press; A. Randall (2011) Risk and Precaution, Cambridge: Cambridge University Press; T. Sandler (2004) Global Collective Action, Cambridge: Cambridge University Press
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

GY479 Half Unit
Urban Revolutions

This information is for the 2017/18 session.
Teacher responsible: Dr Ryan Centner
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in City Design and Social Science, MSc in Culture and Society, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Social Policy and Development, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course uses the concept of "urban revolutions" as an organizing principle to introduce students to key theories and debates related to societies undergoing rapid urban change. Course lectures examine "urban revolution" in three senses. The first pertains to Henri Lefebvre's use of the term to signify the "complete urbanization of society" – a historical process by which social life, even outside of cities, becomes urbanized. This means addressing the relationship between the country and the city, the idea of the urban in historical perspective, and the relationship between urban life in the global North and South. The second treatment of "urban revolution" considers the city as a site for radical political change and social experimentation. This means studying cities as spaces of movement, resistance, and innovation, with an emphasis on urban experiments in the South. Thirdly, urban revolution is analysed in terms of the explosion of theorizations about the nature of the urban, how to study it, and how to make a difference in "the urban," both intellectually and materially, within a global economy. Through these three overlapping lenses – history, politics, and theory – the course aims to equip students with a conceptual and empirical foundation for analyzing city transformations and globalized urbanization, with particular attention to emerging urbanisms in the global South. Topics covered may include the following: industrialization and immigration; processes of suburbanization, ghettoization, and gentrification; global cities; the colonial and postcolonial city; the right to the city; urban uprisings; urban informality; urban violence; the geopolitics of urban theory.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
A short essay of 2000 words (maximum). Critically explore the applicability of one week's readings from the first 5 weeks of the course to an empirical case outside the course reading. This will be due in Week 7 of MT.
Indicative reading: H. Lefebvre, Writing on Cities, 1996; R. Beauregard. When America Became Suburban, 2006; J. Brown-Saracino. The Gentrification Debates, 2010; M. Davis, Planet of Slums, 2006; T. Caldeira, City of Walls: Crime, Segregation, and Citizenship in São Paulo, 2000; D. Harvey, Rebel Cities: From the Right to the City to the Urban Revolution, 2012; J. Robinson, Ordinary Cities: Between Modernity and Development, 2006; A.

Roy and A. Ong, Worlding Cities: Asian Experiments and the Art of Being Global, 2011; T. Samara, S. He, and G. Chen, Locating Right to the City in the Global South, 2013; N. Brenner, Implosions/ Explosions: Towards a Study of Planetary Urbanization, 2013. The reading list is intended only to be indicative of literatures broached in the course. Actual readings will consist of particular articles and chapters on a weekly basis, as well as a wider range of inclusions.
Assessment: Essay (100%, 5000 words) in the LT.
Due in Week 1 of LT. This essay of 5000 words (maximum) will be based on a small set of options for questions provided by the instructor. Some options will be very specific about certain issues and/or regions, whereas others will be more conceptual and open for student exploration. Across all these options, there will be wide enough scope for students with different academic backgrounds and thematic or geographical interests to be accommodated, while still hewing to the organizing topics of the course.

GY480 Half Unit Not available in 2017/18
Remaking China: Geographical aspects of Development and Disparity

This information is for the 2017/18 session.
Teacher responsible: Dr Hyun Shin STC. S601f
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Real Estate Economics and Finance, MSc in Regional And Urban Planning Studies, MSc in Social Policy and Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: N/A
Course content: The recent decades have seen China emerging as one of the most important global economic and political players. The course aims to offer opportunities to gain comprehensive and yet critical insights into China's development in urban, regional and global dimensions by reflecting upon the significance of China's role in the world economy as well as the challenges emerging within China. Tentative topics are as follows:
China's rise in the global capitalism; Uneven development and regional disparities; Governing China and the role of the state; Speculative urbanisation; Mega-city regions; Gender and China; Factory of the World and work inequalities; Migration, hukou and local citizenship; Public participation and rights activism.
Teaching: 15 hours of lectures and 9 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Campanella, T.J. (2008) The concrete revolution: China's urban revolution and what it means for the world. Princeton Architectural Press. Hsing, Y-T (2010) The great urban transformation. Oxford University Press. Hsing, Y.T and Lee C. K (eds) (2009) Reclaiming Chinese Society, The New Social Activism.Routledge. Jacques, M. (2009) When China rules the world: The rise of the Middle Kingdom and the end of the Western world. Allen Lane. Lee, C.K. (2007) Against the law: Labor protests in China's rustbelt and sunbelt. University of California Press. Ngai, P (2005) Made in China: Women Factory Workers in a Global Workplace. Duke Univ. Press. Shao, Q. (2013) Shanghai Gone: Domicide and defiance in a Chinese megacity. Rowman & Littlefield Publishers. Wu, W. and Gaubatz, P. (2012) The Chinese city. Routledge. Zhang, L and Ong, A (2008) (eds) Privatizing China. Cornell University Press. Wu, F. (2015) Planning for Growth: Urban and Regional Planning in China. Routledge
Assessment: Essay (100%, 4000 words) in the ST.

GY499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Prof Susana Mourato S420 and Prof Sylvia Chant STC417a
Programme Director of relevant MSc programme.
Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Real Estate Economics and Finance, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available on the MSc in Environment and Development. This course is not available as an outside option.
Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.
Teaching: Teaching comprises a set of lectures and workshops which vary according to the particular Master's programme being undertaken: MSc Environment & Development; MSc Environmental Policy & Regulation; MSc Environmental Economics & Climate Change: 1 general two-hour lecture in MT on dissertation guidance ; 1 x 3-hour workshops in MT for each of the environment programmes (choosing a topic and managing research); 3 x 3-hour joint methods workshops (optional) in LT. MSc Real Estate Economics & Finance: 1 x 2-hour Lecture in MT on dissertation guidance. MSc Local Economic Development: 1 x 3-hour Lecture in MT on dissertation guidance. MSc Urbanisation & Development: 1 x 2-hour Workshop in MT on dissertation preparation. MSc Regional & Urban Planning Studies: see course GY450, 'Planning Practice and Research'.
Assessment: Dissertation (100%, 10000 words) post-summer term.

HP400 Half Unit
Financing Health Care

This information is for the 2017/18 session.
Teacher responsible: Prof Elias Mossialos COW.4.08
Availability: This course is compulsory on the MSc Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available on the MSc in Global Population Health, MSc in Social Policy (European and Comparative Social Policy) and MSc in Social Policy (Social Policy and Planning). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course aims to give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in European countries, but the general principles studied apply internationally.
By the end of the course students will have:
- a grasp of the economic, political and philosophical concepts relevant to any discussion of health financing policy.
- a good understanding of how financing arrangements affect the achievement of key health financing policy goals such as financial protection, equity in financing and equity of access to health care, incentives for efficiency and quality in the organization and delivery of health services, administrative efficiency, transparency and accountability.
- the skills to critically assess current health financing arrangements and options for reform.
- an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing mechanisms;

the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT.
In addition there will be a two-hour revision session in the MT and a two-hour revision session in the ST.
Formative coursework: Students will sit a one-hour progress test in the last seminar of term. This will involve writing an essay under exam conditions. Their seminar leader will mark the essay and provide a mark and written feedback by the beginning of the Lent Term.
Indicative reading: WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010); E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002); J Kutzin, Health financing policy: a guide for decision-makers, World Health Organization (2008); T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

HP401 Half Unit
Foundations of Health Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Mrigesh Bhatia and Dr Justin Parkhurst
Dr Bhatia is on Sabbatical for the 2017-18 academic year.
Availability: This course is available on the MSc Health Policy, Planning and Financing, MSc in Global Health, MSc in Global Population Health, MSc in International Health Policy, MSc in International Health Policy (Health Economics), MSc in Social Policy (Research), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: A comparative approach to the development of health and healthcare policies in high and low income countries, emphasising the goals of health policymaking, present and future policy problems, public health approaches, the political nature of health policy issues, and core concepts from policy studies that can be used to analyse health policy examples.
The course will introduce concept of risk and risk reducing strategies, theories of planning, and priority setting techniques in health care. In addition, the course will examine the processes shaping the development and implementation of health policy, utilising concepts and theories from policy studies that help to understand health decision making, and processes of policy change. The course will examine the role of the state and other policy stakeholders (e.g. NGOs, international organisations, etc.) in improving health status and influencing the policy agenda or outcomes.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT.
Students will participate in presenting at least one seminar presentation.
Formative coursework: Students will have the option to produce an outline of their term essay for feedback before submission.
Students will sit a mock written exam in the last week of term.
Indicative reading: Green, A., An Introduction to Health Planning for Developing Health Systems, new edn, OUP, 2007. Walt, Gill. 1994. Health policy: an introduction to process and power. London: Zed Books. Hill, M. The Policy Process, a reader, second ed. Harlow: Prentice Hall 1997. Buse, Kent, Nick Mays, and Gill Walt. 2012. Making Health Policy. Maidenhead, Berkshire: Open University Press. D Leon & G Walt (eds), Poverty, Inequality and Health: An international perspective, OUP (2001); B Amick et al., Society and Health, OUP (1995); Parkhurst, J. The politics of evidence: from evidence based policy to the good governance of evidence. London Routledge 2016.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 2500 words) in the MT.

HP402 Half Unit
Measuring Health System Performance

This information is for the 2017/18 session.
Teacher responsible: Dr Irene Papanicolas COW G.04
Availability: This course is compulsory on the MSc in International Health Policy. This course is available on the MSc Health Policy, Planning and Financing, MSc in Global Health, MSc in Global Population Health, MSc in International Health Policy (Health Economics), MSc in Social Policy (European and Comparative Social Policy) and MSc in Social Policy (Social Policy and Planning). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.
After taking this course students are expected to:
- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

Teaching: 15 hours of lectures and 24 hours of seminars in the LT. 2 hours of lectures in the ST.
Indicative reading: Papanicolas I, Smith P (Eds) Health System Performance Comparison: An Agenda for Policy, Information and Research. Maidenhead: Open University Press, 2013; P Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), Performance measurement for health system improvement: experiences, challenges and prospects. Cambridge University Press, 2010. Institute of Medicine, Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC, National Academies Press, 2001; OECD, Measuring up: improving health system performance in OECD countries. Paris: OECD, 2002. World Health Organization (WHO), (2000) The world health report 2000:Health systems: Improving performance, Geneva: WHO Publications
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Presentation (20%) and project (30%) in the LT.
The coursework consists of an in class group presentation and a written report based on the group presentations.
This is a similar course as SA4G6 Measuring Health System Performance (modular) but it has different teaching and assessment arrangements.

HP403 Half Unit
Health Systems and Policies in Developing Countries

This information is for the 2017/18 session.
Teacher responsible: Dr Clare Wenham COW 3:07
Availability: This course is available on the MSc Health Policy, Planning and Financing, MSc in Global Health, MSc in Global Population Health, MSc in Health and International Development, MSc in Health, Community and Development, MSc in International Health Policy, MSc in International Health Policy (Health Economics) and MSc in Population and Development. This course is available as an outside option to students on other programmes where regulations permit.
Course content: In recent years, debates in health policy have moved to consider a system-wide approach to understanding the demands and challenges of health in low and middle income settings. Importantly, systemic barriers remain to health care, centred around institutions, organisations and resources. In particular, a system-wide approach focuses on the importance of developing and strengthening broader healthcare infrastructure, rather than a focus on disease specific interventions. This course will be based around three key areas of the health system in low income settings; the physical, financial and human. The physical will consider the delivery of health in developing countries - examining the role of the public, for profit and non profit sectors, decentralisation (and recentralisation) and physical access to primary healthcare. The financing arm will consider options for financing healthcare in low income settings, including the role of user fees, results based financing and community financing schemes. The human element will analyse the acute shortages of health workers, brain drain and capacity building in the workforce. As part of this three pronged approach, this course will consider a range of health policies and health sector reforms which have been implemented to overcome challenges in resource poor settings. It will examine the assumptions upon which health system reforms are based, and an assessment of their success. Finally, the course will consider some case studies for health systems and policy analysis in developing countries, including maternal health and system resilience to health crises
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 3 hours of lectures in the ST.
Formative coursework: An essay of not more than 2,000 words.
Indicative reading: Mills, A (2014) Health Care Systems in Low and Middle Income Countries, New England Journal of Medicine, 370 (6), 552-557; Crisp, N & Chen, L, (2014) Global Supply of Health Professionals, New England Journal of Medicine, 370 (10), 950-957; Hafner, T., & Shiffman, J (2013) THe emergence of global attention to health systems strengthening, Health Policy and Planning, 28 (1), 41-50; Shakariskvili, G, Atun, R., Hsiao, W., Burgess, C., & Lansang, M (2010) Converging health system frameworks: towards a concepts-to-actions roadmap for health systems strengthening in low and middle income countries, Global Health Governance, 3(2); Ottersen, T, Evans, D., Mossialos, E., Rottingen J-A, (2017) Global Health Financing towards 2030 and beyond, Health Economics, Policy & Law, 12 (2); Balabanova, D., McKee, M., Mills, A., Walt, G., & Haines, A., (2010) What can global health institutions do to help strenghten health systems in low income countries? Health Research Policy and Systems, 8,(1), 22, Kieny, M., Evans, D., Schemts, G & Kadandale, S, (2014) Health system resilience: reflections on the Ebola crisis in West Africa, Bulletin of the World Health Organisation, 92(12) 850, de Savigny, D., & Adam T, (2009) System Thinking for Health Systems Strengthening, Geneva Alliance for Health Policy and Systems Research; Buse; K & Hawkes, S., (2015) Health in the Sustainable Development Goals: ready for a paradigm shift? Globalisation and Health, 11(1)., 13. Pratt B & Hyder A (2015) Global Justice and Health Systems Research in Low and Middle Income Countries, Journal of Law, Medicine & Ethics, 43 (1), 143-161
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the ST.

HP404 Half Unit
Global Health Policy: Institutions, Actors and Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Clare Wenham
Availability: This course is compulsory on the MSc in Global Health. This course is available on the MSc in Global Population Health. This course is available as an outside option to students on other programmes where regulations permit.
Course content: Globalization has not only impacted on the nature of emerging global health but the policy responses to these challenges. This module critically examines the transnational institutions and actors involved in global health policy and the interplay between them. The governance of global health issues has traditionally been carried out by states and various United Nations agencies (namely, the World Health Organisation), but given the transboundary nature of many global health issues (e.g., AIDS, SARS), a diverse range of actors, including the private sector, civil society organizations and national governments, are now integrally involved. The funding of global health programmes and policies, for example, has shifted from primarily bi-/multilateral donors to include private and public sectors and philanthropists in a global health governance mosaic.The module will use a number of case studies to examine the organisation and role of global health institutions, the challenges and opportunities presented by these governance arrangements, and their (intended and unintended) impacts on global health policy and practice. In doing so, the module will draw on contributions from a range of social sciences including sociology, political science and health services research.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. Ten one hour lectures and five two hour seminars.
Formative coursework: One essay (1000 words) focusing on different approaches to framing global health
Indicative reading: Global Politics of Health, S.E. Davies, 2009 Global Health and International Relations, C. McInnes and K. Lee, 2012. Global Health Governance, S. Harman, 2011. Health Policy in a Globalising World, K. Lee, K. Buse and S. Fustukian (eds), Innovations in Global Health Governance, A.F. Cooper and J.Kirton (eds), 2009. The Politics of Global Health Governance, M.W Zacher and T.J. Keefe, 2008
Assessment: Essay (100%, 4000 words) in the MT.
One extended essay (4000 words) will be due at the end of MT. Essay questions will be provided at the start of the course, or students are welcome to select an essay topic of their choice, with approval from the course convener.

HP405 Half Unit
Global Health Policymaking and Policy Change

This information is for the 2017/18 session.
Teacher responsible: Dr Justin Parkhurst COW.3.08
Availability: This course is compulsory on the MSc in Global Health. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course introduces students to the political nature of policymaking and policy change with a particular focus on global health issues, contexts, and power relationships. The course begins by introducing the concept of what we mean by health policy, leading to discussion of key theories about how policies are made and how power is exercised in the policy process. In particular these discussions will draw on cases or describe contexts typical of global health settings. Further sessions will cover topics such as: stakeholders and networks in global health policymaking; institutionalism ; the role of evidence to inform policy decisions; and agenda setting in global health policymaking. The course thus often draws on central concepts from the field of public policy, but applies them specifically to

global health issues, contexts, and concerns. Seminars will allow students to explore a set of these theories and concepts in depth, applying insights to case studies of health policymaking drawn from a number of country or global settings.
Teaching: 15 hours of lectures and 10 hours of seminars in the LT. 3 hours of help sessions in the ST.
Formative coursework: Students will be expected to produce 1 essay in the LT.
An outline or early draft of the term essay will be submitted in week 5 to allow feedback and guidance from teaching staff before final submission.
Students will also have a mock exam in the final seminar of term.
Indicative reading: John, Peter. 1998. Analysing public policy. London: Continuum. Lowndes, Vivien, and M Roberts. 2013. Why institutions matter. Basingstoke: Palgrave (Chapter 1). Parkhurst, Justin. 2012. "Framing, ideology and evidence: Uganda's HIV success and the development of PEPFAR's 'ABC' policy for HIV prevention." Evidence and Policy 8 (1):19-38. Parkhurst, Justin, David Chilongozi, and Eleanor Hutchinson. 2015. "Doubt, defiance, and identity: understanding resistance to male circumcision for HIV prevention in Malawi." Social Science & Medicine 135:15-22. Shiffman, Jeremy, and Stephanie Smith. 2007. "Generation of political priority for global health initiatives: a framework and case study of maternal mortality." The Lancet 370 (1370-1379). Walt, Gill, Jeremy Shiffman, Helen Schneider, Susan F Murray, Ruairi Brugha, and Lucy Gilson. 2008. "'Doing' health policy analysis: methodological and conceptual reflections and challenges." Health Policy and Planning 23:308-317.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 2500 words) in the LT.

HP406 Half Unit
Principles of Modern Epidemiology

This information is for the 2017/18 session.
Teacher responsible: Mr Allan Hackshaw
Availability: This course is available on the MSc in Global Health and MSc in Global Population Health. This course is available with permission as an outside option to students on other programmes where regulations permit.
An optional course for students taking MSc Global Health and available to other students taking relevant MSc programmes, particularly Health, Population and Society and Health and Population Development
Course content: The course provides students with an understanding of key epidemiological concepts associated with describing disease/mortality or other health-related features of a population (such as causes of disease or early death), and evaluating ways to treat disease, or prevent disease or early death. This will include: (a) tools for descriptive epidemiology (incidence, prevalence and survival); (b) measures of association, using relative and absolute measures; and (c) confounding and bias. The course introduces the concepts associated with the design and analysis of research studies that are used to examine features of population health and burden of disease. It also introduces students to the principles of causality and risk factors. Students will cover the most common types of research studies used to evaluate human health (observational studies and clinical trials). The course includes fundamentals of data interpretation, including effect sizes, and data analysis (e.g. regression modelling). Teaching is structured in the form of lectures and seminars. Lectures introduce students to key epidemiological concepts and methods, and complemented by seminars. Most lectures and seminars are based around specific published papers in epidemiology, used to illustrate the concepts. These articles would be sent to students in advance of each class, and students are expected to prepare a short review of the article, using an accompanying set of questions on the study design and interpretation.
Summative assessment is based on an examination to assess student's understanding of epidemiological concepts and their ability to interpret study results. Summative assessment also includes a research proposal in which students are expected to apply the basic principles of epidemiology in the context of a well-defined research question.
Teaching: 14 hours of lectures and 10 hours of seminars in the LT. 3 hours of help sessions in the ST.
Four 2-hour lectures, six 1-hour lectures, and 5 2-hour seminars in the LT. One 3-hour revision seminar in the ST.
Formative coursework: Students will be expected to produce 1 project in the LT.
Students will be expected to produce one project in the LT, based on designing a research study, using a topic chosen by the student. In week 6, students would submit a draft report (up to 2000 words) of their project so far (not assessed, but feedback provided), as formative coursework. After this, the report would be expanded and finalised (~3000 words). In the report, students are expected to: (i) identify an epidemiological research question of relevance to global health, with justification, (ii) provide a summary of the key literature, and identify gaps in knowledge, and (iii) describe an epidemiological study to address their research question, including the methods.
Indicative reading:
- A concise guide to observational studies in healthcare. Hackshaw A. Blackwells/BMJ Books (2015)
- A concise guide to clinical trials. Hackshaw A. Blackwells/BMJ Books (2009)
- Epidemiology: an introduction. Rothman K. Oxford Univ Press (2002 or later)
- Epidemiological studies: a practical guide. Silman & Macfarlane. Cambridge Univ Press (2002 or later)

Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Project (25%, 3000 words) in the LT.
An assessed research project paper of 3,000 words (25%) to be submitted at the end of the LT and a two-hour written examination in the ST (75%).

HP407 Half Unit
Evidence Review and Synthesis for Decision Making

This information is for the 2017/18 session.
Teacher responsible: Dr Huseyin Naci COW 3.01
Availability: This course is available on the MSc in Global Health, MSc in Global Population Health and MSc in International Health Policy. This course is available as an outside option to students on other programmes where regulations permit.
This course is relevant to all students with an interest in the health and social care interventions.
Course content: Evidence review and synthesis methods (such as systematic reviews and meta-analyses) are increasingly used to evaluate the relative benefits and harms of healthcare interventions. In situations where direct, head-to-head comparisons of interventions do not exist, researchers also increasingly perform indirect comparisons (e.g., network meta-analyses) of two or more interventions to address comparative effectiveness questions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need individuals equipped with the methods of reviewing and synthesising the existing body of evidence by performing systematic reviews and meta-analyses.
This course will be focused on the principles of reviewing and synthesising the existing body of literature. The course will have three components. The first will provide the rationale for adopting a systematic approach for evidence review and synthesis. It will equip students with the methods to undertake risk of bias assessments of

randomised and non-randomised studies. The second component will focus on the quantitative synthesis of multiple studies in meta-analysis. The third component will discuss the opportunities and challenges of using evidence for decision-making.
The intended learning outcomes of this course will be the following:
- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual studies and collections of studies
- Critically evaluate the quality of randomised and non-randomised studies in oral and written form
- Assess heterogeneity in a collection of studies
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: 15 hours of lectures, 10 hours and 30 minutes of seminars and 4 hours and 30 minutes of computer workshops in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Formative assessment:
- Systematic review and meta-analysis protocol (submitted individually) - feedback provided by course instructor

Indicative reading: Cochrane Handbook for Systematic Reviews of Inter ventions (version 5.1.0, updated March 2011). Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011. Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000. Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. Annals of internal medicine 1997;126(5):376–80. Higgins, Julian PT, et al. The Cochrane Collaboration's tool for assessing risk of bias in randomised trials. Bmj 343 (2011): d5928.
Assessment: Project (70%, 3000 words) in the Week 11.
Presentation (30%) in the ST.
Summative assessment:
- meta-analysis
- Poster presentation of findings to a hypothetical decision maker (30%)

HP408 Half Unit
Financing Health Care: Comparative Perspectives

This information is for the 2017/18 session.
Teacher responsible: Prof Elias Mossialos COW.4.08
Availability: This course is compulsory on the MSc in Global Health. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course aims to introduce students to a comparative approach to analysing the development of health care financing, both in theory and in practice, with an emphasis on critical assessment of current and future policy options and issues. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in both developed and low and middle income countries.
By the end of this course, students will have:
- a grasp of the economic, political and philosophical concepts relevant to any discussion of health financing policy;
- a good understanding of how financing arrangements affect the achievement of key health financing policy goals such as financial protection, equity in financing and equity of access to health care, incentives for efficiency and quality in the organisation and delivery of health services, administrative efficiency, transparency and accountability;
- the skills to critically assess current health financing arrangements and options for reform;
- an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing mechanisms; the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.

Teaching: 16 hours of lectures, 10 hours of seminars and 3 hours of help sessions in the MT. 3 hours of help sessions in the ST.
Five 2-hour lectures and four 1-hour lectures in the MT. Five 2-hour seminars in the MT. One 3-hour revision lecture in the MT. One 3-hour revision seminar in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT.
One non-assessed essay (2,000 words) in week 6.
Indicative reading: WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010). R. Smith, R, K Hanson, Health systems in low- and middle-income countries: an economic and policy perspective, Oxford University Press (Oxford) 2011. P Mladovsky, E Mossialos, (2008) A conceptual framework for community-based health insurance in low-income countries: social capital and economic development. World Development. 2008; 36(4):590-607. E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002). T Rice, The economics of health reconsidered, Health Administration Press (3nd edn, 2009).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Project (25%, 1500 words) in the MT.
Health policy brief (1500 word limit)
25% of total summative assessment grade

HP409
Dissertation for MSc Health Policy, Planning and Financing

This information is for the 2017/18 session.
Teacher responsible: Currently Dr M Bhatia (LSE) and Dr N Spicer (LSHTM) as Programme Directors though the Programme Directorship sometimes varies from year to year.
Availability: This course is compulsory on the MSc Health Policy, Planning and Financing. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The aim of the course is to provide a foundation to students on dissertation-writing as well as to address queries students may have in relation to their dissertation topic, the methodology used, the likelihood of ethical approval, and data acquisition, among others.
The dissertation could be on any topic in the field of health policy, planning and/or financing. The main body of the dissertation should include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.
Teaching: Teaching comprises two 2-hour seminars, one in the LT and one in the ST.
Students would find it of interest to attend the lectures of SA4C1 on SA4C1 Long Essay and the Research Process - 2 hours in the MT and 3 hours in the LT.
Finally, there is individual supervision for students on the dissertation.
Formative coursework: Students will be required to write a summary of the proposed dissertation, outlining the title, background to the topic, methods to be employed, and likely expected results. A list of literature sources will be appended to this summary.
Assessment: Dissertation (100%, 10000 words).

HP410 Half Unit

Dissertation: MSc International Health Policy and MSc International Health Policy (Health Economics)

This information is for the 2017/18 session.
Teacher responsible: Dr Panagiotis Kanavos COW.3.08
Availability: This course is compulsory on the MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is not available as an outside option.
Course content: This is meant to be a seminar aiming to prepare students for the dissertation, which is a compulsory component of the degree.
Students of this programme undertake a summer placement during which they will be writing up their dissertation. The purpose of the dissertation is to allow students to explore a particular topic or a relevant policy issue in some depth. The dissertation may take the form of an empirical research conducted on a topic or issue of relevance to health/social policy; or may be a literature-based providing an analysis of a specific research question of relevance to health/social policy.
Teaching: 4 hours of lectures in the LT. 2 hours of lectures in the ST.
The course comprising a total of 3 2-hour lectures/seminars/ coaching sessions (2 2-hour sessions in the LT term and 1 2-hour session in the ST) will require participation from the entire class in order to discuss issues pertaining to the dissertation (topic selection, structure, methods, result reporting, ethics approval, linkages with the summer placements among others) and the student summer placement process. The course will serve as a means to assist students with the preparation and finalisation of their dissertation proposals. In this context, students will also receive feedback and assistance from their supervisors, with whom they will need to meet on at least three occasions.
Formative coursework: Students will receive feedback and comments on a 1,000 work summary/outline of the proposed research proposal from their supervisors.
Indicative reading: May T. (1997). Social research: Issues, methods and processes, Open University Press
Robson C (1993). Real world research: A resource for social scientists and practioner-researchers, Oxford University Press.
Wallimann N. (2001). Your research project: A step-by- step guide for the first-time researcher, Sage
Assessment: Dissertation (100%, 6000 words).

HP411 Half Unit

Dissertation in Global Health

This information is for the 2017/18 session.
Teacher responsible: Dr Clare Wenham COW 3.07
Availability: This course is compulsory on the MSc in Global Health. This course is not available as an outside option.
Course content: The dissertation could be on any topic in the field of global health and policy. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.
Students will have the opportunity to attend Information Literacy sessions provided by the Social Policy Librarian.
Teaching: 4 hours of workshops in the LT.
Two 2-hour dissertation workshop in LT. Three 1-hour sessions of individual supervision (one-hour per term).
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Students will submit a dissertation proposal to their supervisors by the end of LT. This will be subject to peer review and course teachers will provide feedback by the end of May.
Indicative reading: Dunleavy, P. (1986) Studying for a Degree in the Social Sciences, Macmillan. (See Chapter 5: Writing a Dissertation). Denscombe, M. (2007) The Good Research Guide: for small-scale social research projects. Maidenhead: Open University Press. H61 D41. Dunleavy, P. (2003) Authoring a PhD: how to plan, draft, write and finish a doctoral thesis or dissertation. Basingstoke: Palgrave-Macmillan. LB2369 D92. Grix, J. (2004) The Foundations of Research. Houndmills : Palgrave Macmillan LB2369 G87. Rudestam, K. and Newton, R. (2001) Surviving Your Dissertation: a comprehensive guide to content and process. London: Sage. LB2369 R91
Assessment: Dissertation (100%, 6000 words).

HP420 Half Unit

Health Economics

This information is for the 2017/18 session.
Teacher responsible: Dr Matthew Skellern OLD.2.27
Availability: This course is compulsory on the MSc in International Health Policy. This course is available on the MSc Health Policy, Planning and Financing, MSc in Global Population Health, MSc in International Health Policy (Health Economics) and MSc in Social Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.
In allocating places in this course, students enrolled in the MSc in International Health Policy and MSc in International Health Policy (Health Economics) have priority. Any remaining places are allocated on a first-come-first-served basis.
Course content: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics. Nature of health care as an economic commodity. How markets and insurance markets work, and how they can fail for health care and health care insurance. The economics of paying providers and different approaches taken by governments in different countries. Incentive mechanisms and Diagnostic Related Group payment schemes and yardstick competition. Labour markets in health care. Economic evaluation as a regulatory tool.
Teaching: 15 hours of lectures and 18 hours of seminars in the MT.
Optional evening review classes in first half of MT.
Revision session in the ST.
Formative coursework: In-class progress test in the MT.
Indicative reading: The course draws from a variety of textbooks and articles. A thorough reading list is provided at the start of term. The course makes repeated use of the following textbooks:
S Folland, A C Goodman & M Stano, The Economics of Health and Health Care (7th edn), Prentice Hall, 2012. J Bhattacharya, T Hyde & P Tu, Health Economics, Palgrave Macmillan, 2014. J Gruber, Public Finance and Public Policy (5th edn), Macmillan, 2016.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

HP421 Half Unit

Economic Analysis for Health Policy in Low- and Middle-Income Countries

This information is for the 2017/18 session.
Teacher responsible: Dr Mylene Lagarde COW.43.02
Availability: This course is compulsory on the MSc in Global Health. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course will serve as an introduction to apply economic tools and concepts to understand problems in health

arising in Low- and Middle-Income countries. It will then provide students with an understanding of how health policies informed by economic concepts can provide adequate answers to these issues. The course will provide students with a strong economic framework to understand how individuals involved in health care systems (patients, providers, insurers) make decisions which affect the utilisation and delivery of health care services. The course will present key theoretical concepts and use empirical evidence particularly relevant for policy questions in low- and middle-income settings.
By the end of this course, students will:
- be comfortable applying economic reasoning and models to analyse health care policies and markets;
- be familiar with the seminal literature and evidence in the health economics and health policy fields in low- and middle-income countries;
- understand the economic models of decisions made by economic agents on the demand- and supply-side of health care markets;
- understand complex interactions between health care providers, insurance companies, governments, and their impact on behaviours and health outcomes.

Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 3 hours of help sessions in the ST.
Ten 1.5 hour lectures and ten one hour seminars, plus a three-hour revision seminar in the ST.
Formative coursework: In-class progress test in the MT.
Indicative reading: The course draws from a variety of textbooks and articles. A thorough reading list is provided at the start of term. The course makes repeated use of the following textbooks: Stephen Morris, N. J. Devlin, David Parkin (2007) Economic analysis in health care. J. Wiley & Sons. J Bhattacharya, T Hyde & P Tu, Health Economics, Palgrave Macmillan, 2014. Other key papers include: Arrow, Kenneth J (1963), 'Uncertainty and the Welfare Economics of Medical Care', American Economic Review 53(5), December, pp.941-73. Manning W et al, Health Insurance and the demand for medical care: evidence from a randomized experiment, American Economic Review, June 1987, pp. 251-277. Cohen, Jessica, and Pascaline Dupas. "Free Distribution vs. Cost-Sharing: Evidence from a Malaria-Prevention Field Experiment in Kenya." Quarterly Journal of Economics 125 (1), pp.1-45, February 2010. Miguel, Edward, and Michael Kremer. "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." Econometrica 72, no. 1 (2004): 159-217.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

HP422 Half Unit
Health Care Economic Evaluation

This information is for the 2017/18 session.
Teacher responsible: Dr Mylene Lagarde
Availability: This course is available on the MSc Health Policy, Planning and Financing, MSc in Global Health, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.
Course content: Resource allocation is at the heart of decision-making in the health care sector. Economic evaluation is an approach used to support decision-makers in allocating resources by providing tools to compare the costs and benefits associated with multiple alternative scenarios or interventions.
This course will enable students to understand and apply the analytic methods used in the economic evaluation of health interventions. By the end of the course, students are expected to:
- know the different approaches of economic evaluations (cost-effectiveness, cost-benefit, cost-utility etc);
- understand the main principles and practices of measuring and analysing costs and effects of health care interventions;
- understand and be able to construct a decision-analytic model to compare the costs and benefits of different interventions;
- understand and be able to apply some statistical methods to deal with uncertainty in economic evaluations.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT.
Formative coursework: A piece of formative coursework will be set and feedback provided to students.
Indicative reading: The following are basic readings for the course: Drummond MF, Sculpher MJ, Claxton K, Stoddart GL, Torrance GW (2015). Methods for the Economic Evaluation of Health Care Programmes. Fourth edition: Oxford University Press, Oxford. Gray A, Clarke P, Wolstenholme J, Wordsworth S (2011) Applied Methods of Cost-Effectiveness Analysis in Health Care, Oxford University Press, Oxford. More technical and advanced textbooks, especially for statistical analysis. Briggs A, Sculpher M, Claxton K (2006). Decision Modelling for Health Economic Evaluation. Oxford University Press, Oxford.
Supplementary Reading List: This is made available on Moodle along with all other course materials, and includes references to specialised texts and articles on each subject covered within the course.
Assessment: Project (100%, 2000 words) in the LT.
Assessment is through a project that students will undertake in small groups and write up individually (2,000 word paper), to be submitted at the end of the course.

HP423 Half Unit
Advanced Health Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Alistair Mcguire COW.4.05
Availability: This course is available on the MSc Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Health Economics (HP420).
Alternative introductory economics courses are acceptable.
Course content: The course will cover: international comparisons of health care expenditure, individual health-seeking behaviour, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), and equity in health care.
Students may find material from the half unit HP426 Applied Health Econometrics, to be beneficial to studying this course. See the HP426 course guide for further detail.
Teaching: 15 hours of lectures and 20 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
All lectures and seminars will be taught by Professor Alistair McGuire. The lectures will be from weeks 2 through 11 (including reading week). The seminars will be weekly from week 3 through 11.
Formative coursework: A piece of formative coursework will be set and students will receive feedback on their work.
Indicative reading: Culyer, A.J., and Newhouse, J.P., (eds.), 2001, Handbook of Health Economics Volumes 1A &1B, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, Health Economics, (OUP, Oxford).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words) in the ST.

HP424 Half Unit
Pharmaceutical Economics and Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Panagiotis Kanavos COW G.06
Availability: This course is compulsory on the MSc in International Health Policy. This course is available on the MSc Health Policy,

Planning and Financing, MSc in Global Population Health, MSc in International Health Policy (Health Economics) and MSc in Social Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have an understanding of basic Health Economics principles.
Course content: The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly.

- To provide students with an understanding of basic features of pharmaceutical markets, how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- To illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.
- To introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. Plus scheduled revision session.
Formative coursework: A formative essay under exam conditions (1 question in 1 hour) will be a requirement and is to be submitted immediately after the revision session.
Indicative reading: E Mossialos, M Mrazek & T Walley (eds), Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality, Buckingham, Open University Press (2004); S O Schweitzer, Pharmaceutical Economics and Policy, Oxford University Press (2006); W S Comanor, 'The Political Economy of the Pharmaceutical Industry', Journal of Economic Literature, XXIV (September): 1178-1217 (1986); F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), Handbook of Health Economics, Vol 1, Amsterdam, Oxford, Elsevier, 2000.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
This is the same course as SA4G3 Pharmaceutical Economics and Policy (modular) but it has different teaching arrangements.

HP425 Half Unit
Statistical Methods in Health Care Economic Evaluation

This information is for the 2017/18 session.
Teacher responsible: Dr Matthew Skellern OLD.2.27
Availability: This course is available on the MSc Health Policy, Planning and Financing, MSc in Global Population Health, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: This course assumes knowledge of elementary mathematics and statistics. Students who wish to take HP425, but who have not taken an introductory university course in statistics or econometrics, may wish to consider auditing MY451 (Introduction to Quantitative Analysis) in Michaelmas Term in order to prepare themselves for this course. Students who are unsure whether they have the requisite background are encouraged to approach the Lecturer before the start of Lent Term.
This course is envisaged to be complementary to SA422 (Cost-Effectiveness Analysis in Health Care), which is offered in Michaelmas Term.
Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector. Introduction to random variables and probability distribution, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, parametric and non-parametric approaches for missing data, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Presentation of results, acceptability curves.
This is the same course as HP4B5E Statistical Methods in Health Care Economic Evaluation (modular), but it has different teaching and assessment arrangements.
Teaching: 20 hours of lectures and 20 hours of computer workshops in the LT. 1 hour of lectures in the ST.
Indicative reading: A full reading list is provided at the start of the course. The course makes use of selected parts of the following texts:

- M Drummond & A McGuire (eds), Economic Evaluation in Health Care: Merging Theory with Practice, OUP, 2001.
- D Machin, YB Cheung & MKB Parmar, Survival analysis: a practical approach, 2nd edn, Wiley, 2006.
- J Klein & M Moeschberger, Survival Analysis: Techniques for Censored and Truncated Data, 2nd edn, Springer, 2005.
- M Cleves, W Gould, R Gutierrez & Y Marchenko, An Introduction to Survival Analysis Using Stata, 3rd edn, Stata, 2010.
- Drummond Schulpher Methods for the Economic Evaluation of Health Care Programmes
- Siegel Weinstein Cost-Effectiveness in Health and Medicine OUP
- M Johannesson, Theory and Methods of Economic Evaluation of Health Care, Kluwer, 1996.
- Evaluating Health Risks: An Economic Approach

Assessment: Exam (75%, duration: 2 hours) in the main exam period. Essay (25%, 2500 words) in the ST.

HP426 Half Unit
Applied Health Econometrics

This information is for the 2017/18 session.
Teacher responsible: Dr Grace Lordan OLDM2.26
Availability: This course is available on the MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Health Economics (HP420).
Alternatively, students should have completed another foundation course in microeconomics. If this was completed outside of the LSE at an undergraduate level, please contact Dr. Lordan for further advice.
Course content: Most research questions, in health economics require students to apply econometric techniques. This course will introduce these techniques and students exiting the course can expect to have acquired a competency in econometrics as it is applied to health economics. The seminars- which are lab based- will allow students to apply these methods to practical problems using Stata and decipher the results.
This content of this course may be useful to those considering the half unit HP423 Advanced Health Economics.
Teaching: 11 hours of lectures and 20 hours of seminars in the LT.

All lectures and seminars will be taught by Dr. Grace Lordan. The lectures will be twice a week in week 1, and then weekly in weeks 2-5 and weeks 7-11. The seminars will be weekly from week 2 through 11 (with the exception of week 1 where you will have 1 seminar). There will be a mock exam in week 11.
Formative coursework: Two pieces: 1) A set of problems given in seminar 4, tackled without help during the seminar and submitted afterwards. . This work will be read and feedback provided. 2) A mock exam in week 11. This work will be read and feedback provided by week 9.
Indicative reading: Frijters, P., Johnston, D.W., Lordan, G., Shields, M.A. (2013) Exploring the relationship between macroeconomic conditions and problem drinking as captured by Google searches in the US. Social Science and Medicine. 84, pp. 61-68. Johnston, D.W. & Lordan G., 2012. "Discrimination makes me sick! An examination of the discrimination–health relationship," Journal of Health Economics, Elsevier, vol. 31(1), pp. 99-111. Johnston, D.W. and Lordan, G. (2014) Weight perceptions, weight control and income: an analysis using British data. Economics and Human Biology, 12 . pp. 132-139. Jones, A.M., Rice, N., Bago d'Uva, T. and Balia S. (2013) Applied Health Economics, London: Routledge. Lordan, G. and Frijters, P. (2013) Unplanned pregnancy and the impact on sibling health outcomes. Health Economics, 22 (8). pp. 903-914. Lordan, G. and Tang, K.K. and Carmignani, F. (2011) Has HIV/AIDS displaced other health funding priorities? Evidence from a new dataset of development aid for health Social Science and Medicine, 73 (3). 351-355. Lordan, G. and Pakrashi, D. (2014) Make time for physical activity or you may spend more time sick! Social Indicators Research, Online. 1-13.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Coursework (30%).
One written assignment using STATA (30%).

HP427 Half Unit Not available in 2017/18
US Health Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Adam Oliver COW 3.06
Availability:
This course is available as an outside option to students on other programmes where regulations permit.
The course is of value to those wishing to work as health policy analysts or health advocates after graduation, be that in academia, government, industry, or management and practice.
Course content: The course offers an understanding of the major issues in the United States health care policy debate, which is important given that the US health care system is the largest in the world, and that many of its policy innovations are exported abroad. The course is interdisciplinary in nature, covering historical, political, discursive economics and philosophical considerations, among others.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be given a progress test at the end of LT -- this will be a 50 minute test in which they answer one essay question from a choice of three. This is perfect practice for what the students might expect in the final exam.
Indicative reading: "The health care mess: how we got into it and what it will take to get out", by Julius Richmond and Rashi Fein (Harvard University Press, 2005); "The Politics of Medicare", Second Edition, by Theodore Marmor (Aldine de Gruyter, 2000); "The system: the American way of politics at the breaking point", by Haynes Johnson and David Broder (Little Brown, 1997); "The historical logic of national health insurance: structure and sequence in the development of British, Canadian and US Medical Policy", by Jacob Hacker, Studies in American Political Development (1998) 12: 57-130.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 2500 words) in the LT.
The essay will be due for submission in Week 11 of LT.

HY400
Crisis Decision-Making in War and Peace 1914-2003

This information is for the 2017/18 session.
Teacher responsible: Professor Nigel Ashton
Availability: This course is compulsory on the MSc in International Affairs (LSE and Peking University). This course is available on the MSc in History of International Relations, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: The course is intended for students with or without a detailed knowledge of the international relations of the twentieth century. Students without a detailed knowledge are advised to undertake preliminary background reading.
Course content: The history of international relations from the First World War to the Iraq War. Particular stress is placed upon key turning points and on crisis decision-making. Topics examined in this course include German decision-making in 1914; peacemaking, 1919; the Ruhr occupation crisis; Manchuria, Abyssinia and the crises of collective security; the Munich agreement; the Nazi-Soviet Pact and the outbreak of war in 1939; Hitler's decision to invade the Soviet Union; the outbreak of the Pacific War; the creation of the state of Israel, 1948-49; the Berlin Blockade; the outbreak and escalation of the Korean War; the Suez Crisis; the Cuban Missile Crisis; the US and Vietnam, 1961-65; the Arab-Israeli Wars of 1967 and 1973; German reunification and the collapse of the Soviet bloc; the origins of the Gulf War, 1990-91; the road to the 2003 Iraq War.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 1 hour of seminars in the ST.
The course will be taught in 20 weekly seminars of two hours' duration. There is one reading week in the MT and one in the LT and a revision session in the Summer Term. Students will be expected to read widely in documentary and other primary sources, and to participate actively in the seminars, which will address the historiographical debates raised in the secondary literature on the topics covered.
Formative coursework: Students will write four essays. Three of the essays will be up to 3,000 words in length and draw upon primary sources. The fourth will be a shorter timed essay produced in class
Indicative reading: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W. R. Keylor, The Twentieth-Century World: an International History; A. Best, J. M. Hanhimäki, J. A. Maiolo, and K. E. Schulze, International History of the Twentieth Century; S.Marks, The Ebbing of European Ascendancy: an International History of the World, 1914-1945; Z. Steiner, The Lights that Failed: European International History, 1919-1933; Z. Steiner, The Triumph of the Dark: European International History, 1919-1939; R.W. Boyce and J. A. Maiolo (eds.), The Origins of World War Two: The Debate Continues; O. A. Westad, Reviewing the Cold War: Approaches, Interpretation, Theory; D. J. Reynolds, One World Divisible: a Global History since 1945; M. P. Leffler and O. A. Westad, eds, The Cambridge History of the Cold War.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
There will be one three-hour written examination in the ST. Questions on the earlier and the later topics are in separate sections of the examination paper. Candidates are expected to answer three questions, with at least one taken from each section of the paper.

HY411
European Integration in the Twentieth Century

This information is for the 2017/18 session.
Teacher responsible: Dr Piers Ludlow SAR 2.16
Availability: This course is available on the MSc in Comparative Politics, MSc in EU Politics, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A prior knowledge of 20th century European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no sense essential.
Course content: The antecedents and development of Western European integration from the First World War to the 1990s. European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; Federalism and Christian Democracy; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement; monetary integration; developments in the 1970s and 1980s; Maastricht.
Teaching: 7 hours of lectures and 15 hours of seminars in the MT. 3 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
There will be a reading week in the Michaelmas and the Lent Terms and a revision session in the Summer Term.
Formative coursework: Three essays will be required in the course of the year. The essay in the LT will be an assessed piece of work counting towards the final assessment. In addition there will be a mock exam.
Indicative reading: Full bibliographies are provided. As introductory reading, students should consult: P M Stirk, A History of European Integration since 1914 (London, 1996); D. Dinan, Europe Recast: A History of European Union (London, 2004); D W Urwin, The Community of Europe: A History of European Integration since 1945 (London, 1991); J Gillingham, Coal, Steel, and the Rebirth of Europe, 1945-55 (Cambridge, 1991); A S Milward, The Reconstruction of Western Europe,1945-51 (London, 1984); A S Milward, The European Rescue of the Nation State (London, 1992); N P Ludlow, Dealing with Britain: the Six and the First UK Application to the EEC (Cambridge, 1997); W I Hitchcock, France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954 (Chapel Hill, 1998); A Moravcsik, The Choice for Europe: Social Purpose and State Power from Messina to Maastricht (Cornell, 1998); N P Ludlow, The European Community and the Crises of the 1960s (London, 2006); W. Kaiser, Christian Democracy and the Origins of the European Union (London, 2008); W. Kaiser, B. Leucht and M. Rasmussen, . The History of the European Union: Origins of a Trans- and Supranational Polity 1950-72 (London, 2009); A C Knudsen, Farmers on Welfare: The Making of Europe's Common Agricultural Policy (Cornell, 2009).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%) in the LT.
75% of the final mark will be determined by an unseen three-hour written exam held in the ST. Candidates will be expected to answer three questions, at least one from each of two sections. In addition the fourth piece of written work, produced during the LT, will be assessed and will account for the remaining 25% of the mark

HY422
Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Strieff SAR M.15
Availability: This course is available on the MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Using a range of secondary sources, the course explores the dynamic interaction between presidents, public opinion, and foreign policymaking in order to test a range of common assumptions about the determinants of American foreign policy in the period from 1933 to 1989. The course explores the interaction between opinion and policy in three periods: First, the Roosevelt era, with emphasis on FDR's response to American isolationism, the media and public attitudes towards Nazi Germany and the Second World War, and the influence of public pressures upon US policy. Second, the period of consensus on the Cold War, examining how Americans viewed the Communist world before, during and after the Korean War, the influence of the atomic bomb upon popular thinking, the limits of dissent in the period of McCarthyism, and the impact of public opinion upon policy-making during the Berlin and Cuban crises. Third, the period when the Cold War consensus broke down, focusing not just on the opposition to the Vietnam war and the new cleavages that emerged within US society but also on the changing nature of the American media and the very different attempts made by Nixon, Carter and Reagan to respond to this new environment.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
20 seminars of two-hours. Students are expected to keep up with readings for the weekly meetings and to participate in the seminar discussions.
There will be a reading week in the Michaelmas and the Lent terms and a revision session in the Summer Term.
Formative coursework: Students are required to produce two 3,000 word essays during the year. There will also be a mock exam (a one-hour timed essay).
Indicative reading: A full bibliography accompanies the course and the teacher will advise on reading. M Small, Democracy and Diplomacy (1996);); S Casey, When Soldiers Fall (2014); S Casey, Cautious Crusade (2001); S Casey, Selling the Korean War (2008); D Foyle, Counting the Public In (1999); R Sobel, The Impact of Public Opinion on US Foreign Policy since Vietnam (2001)O R Holsti, Public Opinion and American Foreign Policy (1996).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
A three-hour unseen written examination in the ST. The final examination will count for 100% of the final course assessment.

HY423
Empire, Colonialism and Globalisation

This information is for the 2017/18 session.
Teacher responsible: Dr Taylor Sherman SAR M.10
Availability: This course is compulsory on the MSc in Empires, Colonialism and Globalisation. This course is available on the MA Global Studies: A European Perspective, MSc in Global History, MSc in International Affairs (LSE and Peking University) and MSc in International and World History (LSE & Columbia). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: None.
Course content: This course concerns the history of empires from the fifteenth century to the present day. Students will study the

Ottoman, Mughal, Qing, Spanish, British and American empires in depth. We explore different approaches to these empires, and the dynamics of their rise and fall. We also explore the extent to which the imperial past has helped shape the processes of globalisation in early modern, modern and contemporary times. A number of major themes are addressed, including: gender and Islam in the Ottoman Empire, cultural cosmopolitanism in the Mughal Empire, religious conversion in the Spanish Empire, governing through ethnicity in the Qing Empire. regulating religion in the British Empire in India, colonial Medicine in Africa, and settler colonialism in Australia. The course is structured so as to encourage general and comparative discussions rooted in specific case studies.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
There will be a reading week in the Michaelmas and the Lent terms.
Formative coursework: Students will be expected to submit a 2500-word essay in the MT.
Indicative reading: A full reading list will be provided. For general surveys of the subject, students may consult: Jane Burbank & Frederick Cooper, Empires in World History: Power and the Politics of Difference (Princeton, NJ, 2010); Frederick Cooper, Colonialism in Question: Theory, Knowledge and History (Berkeley, 2005); David B. Abernethy, The Dynamics of Global Dominance: European Overseas Empires, 1415-1980 (New Haven, CT, 2000); Susan E. Alcock, Empires: Perspectives from Archaeology and History (Cambridge, 2001); Christopher A. Bayly, The Birth of the Modern World, 1780-1914: Global Connections and Comparisons (Oxford, 2004); Alejandro Colás, Empire (Cambridge, 2007); John Darwin, After Tamerlane: The Global History of Empire (London, 2007); Michael W. Doyle, Empires (Ithaca, NY, 1986); Michael Hardt & Antonio Negri, Empire (Cambridge, MA, 2001); Stephen R. Howe, Empire: A Very Short Introduction (Oxford, 2002); Herfried Münkler, Empires: The Logic of World Domination from Ancient Rome to the United States (Cambridge, 2007); Jürgen Osterhammel, Colonialism: A Theoretical Overview (Princeton, NJ, 1997); Jürgen Osterhammel & Niels P. Peterson, Globalization: A Short History (Princeton, NJ, 2005).
Assessment: Essay (45%, 5000 words) in the LT.
Essay (45%, 5000 words) in the ST.
Class participation (10%) in the MT and LT.

HY424
The Napoleonic Empire: The Making of Modern Europe

This information is for the 2017/18 session.
Teacher responsible: Dr Paul Keenan SAR.2.13
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations and MSc in International and World History (LSE & Columbia). This course is available as an outside option to students on other programmes where regulations permit.
Course content: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was dominated by the Napoleonic Empire and its impact was felt across the continent and in parts of the non-European world. Through an analysis of both those areas directly incorporated into the Napoleonic empire and of those that lay beyond it, this course will examine the extent of the direct and indirect influence of this era on the development of what we understand by a modern European society and a modern state system. The course analyses how this empire was created, as well as the states and societies that it forged. The varied and sometimes contradictory elements of this era will be analysed - from the impact of the growth of secularisation, constitutionalism and the codification of laws to the beginnings of Romanticism, manifestations of early nationalism and monarchical reaction after 1815. The course will also assess the significance of both the reality and the 'myth' of empire, in the assessment of contemporary observers and also in the later nineteenth and twentieth centuries.
The course will cover the following topics: the origins of the Empire; changes in armies and warfare; analysis of the changing nature of the Napoleonic Empire from the core to the periphery; the impact of the Empire on countries that remained beyond it; Europe's relationship with the non-European world during this period; the diplomacy of war and the 'system' that emerged after 1815; the impact of the Napoleonic era on the modernisation of society, the economy, law and the state; early manifestations of nationalism in the Italian and German lands, Spain and Russia; reaction against the Napoleonic 'system' after 1815. The course will also assess the significance of both the reality and the 'myth' of Napoleon and his empire, for contemporary commentators and also in the later nineteenth and twentieth centuries.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in the MT and the LT.
Formative coursework: Students will be expected to produce 2 essays in the MT and 1 essay in the ST.
The third essay will be a mock exam answer, which can be completed by students over the Easter break. It will be graded and students given written feedback in the first week of Summer Term.
Indicative reading: A detailed Reading List will be issued at the beginning of the course.
Useful introductory works include: G. Ellis, Napoleon; G. Ellis, The Napoleonic Empire; M. Broers, Europe under Napoleon 1799-1815; S. J. Woolf, Napoleon's Integration of Europe; P. Dwyer (ed), Napoleon and Europe; C. Esdaile, Napoleon's Wars: An International History; O. Connelly, Napoleon's Satellite Kingdoms; P. Geyl, Napoleon, For and Against.
Assessment: Exam (65%, duration: 2 hours) in the main exam period.
Essay (35%, 3500 words) in the LT.
The assessed essay must be submitted by the final day of Lent Term.

HY429
Anglo-American Relations from World War to Cold War, 1939-91

This information is for the 2017/18 session.
Teacher responsible: Prof Nigel Ashton SAR M.07
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course analyses the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War in Europe through to the end of the Cold War. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956.
The topics covered include: Anglo-American relations in historical perspective; the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "Occupation" of Britain during the Second World War; the emergence of the Cold War in Europe, 1945-49; the Cold War in Asia, 1945-54; the Palestine question; the Suez Crisis, 1956; nuclear relations and the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; the Cultural Cold War; intelligence co-operation; Anglo-American relations in the 1970s; Thatcher, Reagan and the Cold War in the 1980s; the Falklands

War; the significance of personal relations at the top; retrospect and prospects for Anglo-American relations.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
The course will be taught by means of 20 seminars of two hours duration during the MT and LT. There will be one reading week in the MT and one in the LT. There will be a revision session in Summer Term.
Formative coursework: Three pieces of written work must be submitted by students taking this course. These consist of two essays of up to 3,000 words in length and one timed class essay.
Indicative reading: For an introduction to Anglo-American relations, students should consult the following texts: D Reynolds & D Dimbleby, An Ocean Apart: the Relationship between Britain and America in the Twentieth Century (1988); J Dumbrell, 'A Special Relationship': Anglo-American Relations from the Cold War to Iraq (2006); C Bartlett, The Special Relationship: A Political History of Anglo-American Relations Since 1945 (1992; W R Louis & H Bull (Eds), The Special Relationship: Anglo-American Relations since 1945 (1984); D C Watt, Succeeding John Bull: America in Britain's Place, 1900-75 (1984). A detailed reading list will be issued at the start of the course.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Brier SAR M.13
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Western (European) diplomacy in the 1980s to the mid-1990s examining tensions, rivalries and linkages not merely between the western and communist blocs, but also within them, as well as studying the events reflecting the shift from the Cold War to the post-Cold War world. The aim is to address from a historical perspective the diplomacy of the end of the East-West conflict, German reunification, the Yugoslavian wars, European integration, and NATO enlargement. The domestic political bases of, and the political relations between, the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Thatcher, Major, Mitterrand, Delors and Kohl) will be covered as well as the diplomacy of the period. Major topics will include Thatcherism; Reaganomics; Gorbachev's new thinking; the reunification of Germany; the collapse of the Soviet Union and its wider empire; the Gulf War and Yugoslavian Wars; America and her Western European partners; the Single European Act, the Maastricht Treaty and the Euro; the security arrangements of Russia and NATO after the fall of communism.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in MT and LT and a revision session in ST.
Formative coursework: Short class papers, engagement in role play, a number of discussions on Moodle, and two 3,000 word essays during the year. There will be a one-hour timed essay (Mock Exam).
Indicative reading: A full bibliography will be provided at the first meeting of the class and is available on Moodle. Key books include: Margaret Thatcher, The Downing Street Years; EHH Green, Thatcher; Julius W Friend, The Long Presidency, France in the Mitterrand Years; Martin McCauley, Gorbachev; Hannes Adomeit, Imperial Overstretch; Saki Dockrill, The End of the Cold War Era; George Bush & Brent Scowcroft, A World Transformed; Philip Zelikow & Condolezza Rice, Germany Unified and Europe Transformed; Misha Glenny, The Balkans 1804-1999; Sean Kay, NATO and the Future of European Security;Kristina Spohr Readman, Germany and the Baltic Problem: The Development of a New Ostpolitik, 1989-2000.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY434

The Rise and Fall of Communism in Europe 1917-1990

This information is for the 2017/18 session.
Teacher responsible: Dr Andrea Mason
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course will examine the rise, survival and collapse of the Soviet Communist ideology and Communist regimes based in Russia and Eastern Europe during the period 1917-1990. The course will also deal with the struggle for Communist influence in Western Europe during the same period. The course will start with the study of the Russian revolution and the civil war to the establishment of the Stalinist regime in the Soviet Union. This will be followed by the study of the history of Soviet involvement in the Second World War and the extension of Soviet influence into Eastern Europe after the Second World War. An examination of the installation of Soviet style regimes in that region will be followed by the analysis of Soviet post-war objectives and Soviet objectives towards Germany. The death of Stalin and the Soviet responses to the Polish and Hungarian events in 1956 is linked to the study of Khrushchev and the Brezhnev eras. Additionally the course analyses the extension of Communist influence into Western Europe through the Comintern and the Cominform. The course concludes with a consideration of détente, the Gorbachev period, and the collapse by the end of 1990 of the Soviet Union and other Communist regimes in Europe.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in Michaelmas and Lent terms, and a revision session in Summer Term.
Formative coursework: Students will be required to write two essays in MT and one essay and a book review during LT . A timed one hour essay is scheduled for the ST.
Indicative reading: A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance: F Claudin, The Communist Movement from Comintern to Cominform; R C Tucker (Ed), Stalinism: Essays in Historical Interpretation; C Kennedy-Pipe, Russia and the World, 1917-1990; P Kennoz, A History of the Soviet Union from the Beginning to the End; C Read, The Making and Breaking of the Soviet System; V Mastny, Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945; F A Fejto, A History of the People's Democracies: Eastern Europe since Stalin; A Heller & F Feher, From Yalta to Glasnost. The Dismantling of Stalin's Empire; G Stokes, The Walls Came Tumbling Down; Ronald Grigor Suny, The Soviet Experiment; Raymond Pearson, The Rise and Fall of Soviet Europe.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY435
Political Islam: From Ibn Taymiyya to ISIS

This information is for the 2017/18 session.
Teacher responsible: Dr Kirsten Schulze M14 Sardinia House
Availability: This course is available on the MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia), MSc in Social Anthropology (Religion in the Contemporary World) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course has six objectives: i. To examine the evolution of political Islam as a set of ideas. ii. To compare and contrast different models of Islamic State. iii. To explore the strategies used by Islamist movements to Islamise a state as well as state strategies to prevent this. iv. To explore the phenomena of transnational Islamism and international jihadism. v. To analyse and evaluate the relationship between Islam and the West. vi. To familiarise the student with some of the primary sources (in translation) and the historiographical controversies. This course looks at the evolution of Islamist philosophy and movements, focusing on ideas as well as intellectual, religious and political leaders. The key areas covered are: Islamist thinkers - Ibn Taymiyya, Wahab, Afghani, Abdu, Rida, al-Banna, Qutb, Maududi, Khomeini, Faraj, Azzam and Zawaheri; Models of Islamic State - Iran, Pakistan, Afghanistan, Malaysia and Turkey; Islamist Movements – the Muslim Brotherhood, Islamic Jihad, Hizb'allah, Hamas, the Islamic Salvation Front, and Boko Haram; transnational Islam and international jihadism - Al-Qaeda, Jama'at Islamiyya, and ISIS.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
Formative coursework: One formative essay (3,500 words) in Michaelmas Term.
Indicative reading: Mansoor Moaddel and Kamran Talattof (eds.), Contemporary Debates in Islam (St.Martin's Press, 1999); Ahmed Rashid, Taliban: The Story of the Afghan Warlords (Pan Books, 2000); Gabriel Warburg, Islam, Sectarianism and Politics in Sudan since the Mahdiyya (Hurst, 2003); Sayyid Qutb, Milestones, (American Trust Publications, 1990); Gilles Kepel, The Roots of Radical Islam (Saqi, 2005) new version of Gilles Kepel, Muslim Extremism in Egypt: the prophet and pharaoh (1985); Oliver Roy, Globalised Islam: The Search for a New Umma (Hurst, 2004); Richard Bonney, Jihad: From Qur'an to bin Laden (Palgrave, 2004).
Assessment: Essay (35%, 3500 words) in the LT.
Essay (35%, 3500 words) in the ST.
Presentation (15%) and class participation (15%) in the MT and LT.

HY436
Race, Violence and Colonial Rule in Africa

This information is for the 2017/18 session.
Teacher responsible: Dr Jack Hogan
Availability: This course is available on the MSc in Conflict Studies, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International Migration and Public Policy, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course examines the nature of colonial rule in Africa and its impact. It is focused upon the violence inherent in this encounter, its different forms and origins. It is essentially a political history but includes cultural, social and economic aspects. The primary focus is on the British empire in Africa. Topics covered include Victorian racism; the 'Scramble for Africa; white settler culture; the origins of apartheid South Africa; the development of the colonial state; indirect rule; the rise of nationalism in West Africa; the Mau Mau uprising in Kenya; the Congo crisis and the assassination of Lumumba; the rise and fall of 'white' Rhodesia; the wars of liberation in Mozambique; the end of the apartheid state; the genocide in Rwanda; the civil war in Sierra Leone; Mugabe and Zimbabwe; and Somalian warlordism.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in the Michaelmas and Lent terms and a revision session in the Summer Term.
Formative coursework: Each student is required to write two essays (3,000 words each) and one mock exam .
Indicative reading: M. Meredith, The state of Africa (latest edn); R Dowden, Africa: Altered States. Orindary Miracles (2009); N Mandela, Long Walk to Freedom (1994); J Iliffe, Africans: The History of a Continent (1995); R. Reid, A history of Modern Africa (2009); D Kennedy, Islands of White: Settler Society and Culture in Kenya and Rhodesia, 1890-1939 (1987); F Furedi, The Silent War: Imperialism and the Changing Perception of Race (1998); F Fanon, The Wretched of the Earth, (1986 edn); C Achebe, Things Fall Apart (2001 edn).
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
In class assessment (20%).

HY439 Not available in 2017/18
War Cultures, 1890-1945

This information is for the 2017/18 session.
Teacher responsible: Dr Heather Jones SAR 3.12
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: No pre-requisites required
Course content: The course will cover the history of warfare from the colonial wars of the 1890s through to the end of the Second World War. It will examine how the high point of European liberalism in the political sphere in the late nineteenth century, which ushered in the age of mass politics, the nation state and the advancement of international law, paradoxically was accompanied by changing attitudes to more extreme combatant violence in wartime and increasingly all-encompassing conflicts and wartime practices, leading ultimately to 'total' war in 1939-45. The first half of the twentieth century witnessed extreme wartime violence on a scale hitherto unseen in world history, in the two world wars in particular which this course will cover in detail, but also in a host of other conflicts such as civil wars or independence struggles. How and why this period was marked by such a particular development of war cultures remains a crucial question and one that has international relevance: this was a global, not merely a European, phenomenon. This course will examine how states and societies mobilized for war by juxtaposing different conflict situations and examining how they interlinked during this period. It will focus in particular on the role and practices of combatants in armed conflict, looking at continuities and breaks in patterns of combat violence. Among the topics it will cover are: The 1899-1902 South African War, the Herero and Nama Genocides, the Balkan Wars 1912-13, the First World War, The Irish War of Independence and Civil War, The Greco-Turkish War 1919-23, International law relating to war 1890-1945, the Polish-Soviet War, the Russian Civil War, the Italian invasion of Abyssinia, the Spanish Civil War, the Sino-Japanese War, the Second World War and the development of forced labour during wartime, with particular discussion of both the Holocaust and the Soviet Gulag system.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in the Michaelmas and the Lent terms

and a revision session in the Summer Term.
Formative coursework: Two essays of 3,000 words in length and a mock exam.
Indicative reading: George L. Mosse, Fallen Soldiers. Reshaping the Memory of the World Wars (New York and Oxford, 1990) Joanna Bourke, An Intimate History of Killing. Face-to-Face Killing in Twentieth-Century Warfare (London, 1999); Omer Bartov, Mirrors of Destruction. War, Genocide and Modern Memory (New York and Oxford, 2000); Norman M. Naimark, Fires of Hatred. Ethnic Cleansing in Twentieth-Century Europe (Cambridge Mass., 2001); Niall Ferguson, The War of the World. History's Age of Hatred (London, 2006); MacGregor Knox, Common Destiny: Dictatorship, Foreign Policy and War in Fascist Italy and Nazi Germany (Cambridge, 2000); Mark Mazower, Dark Continent. Europe's Twentieth Century (London, 1998); Timothy Snyder, Bloodlands. Europe Between Hitler and Stalin (London, 2010).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words).

HY440
The Emergence of Modern Iran: State, Society and Diplomacy

This information is for the 2017/18 session.
Teacher responsible: Dr Roham Alvandi SAR M.12
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Please note that students taking this course cannot take GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H).
Course content: This course examines the emergence of modern Iran against the backdrop of Iran's political, social and diplomatic history from the 16th century to 2003. It covers three inter-related topics: the history of the modern Iranian state; the interaction between state and society in modern Iran; and Iran's diplomatic history. The course is divided into three sections. The first section examines the emergence of modern Iran under the Safavid and Qajar dynasties, with a particular focus on reform, revolution and Iran's encounter with European imperialism. The second section deals with the Pahlavi era and the attempts by both Pahlavi monarchs to strengthen the Iranian state while confronting social resistance at home and asserting Iran's power abroad. The third section deals with the origins of the Iranian revolution of 1978/79 and the transformation of the Iranian state under the Islamic Republic. Here we consider how war and peace shaped the domestic politics and foreign policy of revolutionary Iran, with a particular focus on US-Iran relations and the rise and fall of the reform movement.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in the MT and the LT.
Formative coursework: Students are required to submit one 3,000 word essay in the Michaelmas Term. There will also be a mock exam (a one-hour timed essay) in the Summer Term
Indicative reading: Alvandi, Roham, Nixon, Kissinger, and the Shah: The United States and Iran in the Cold War (New York: Oxford University Press, 2014). Ansari, Ali, The Politics of Nationalism in Modern Iran (Cambridge: Cambridge University Press, 2012). Axworthy, Michael, Revolutionary Iran: A History of the Islamic Republic (London: Allen Lane, 2013). Katouzian, Homa, The Persians: ancient, mediaeval and modern Iran (New Haven: Yale University Press, 2009). Keddie, Nikki R., Modern Iran: roots and results of revolution, New Edition (New Haven and London: Yale University Press, 2006).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.

HY441
Islam, State and Conflict in Southeast Asia

This information is for the 2017/18 session.
Teacher responsible: Dr Kirsten Schulze M14 Sardinia House
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course looks at Indonesia, Malaysia,Thailand, the Philippines and Burma/Myanmar from the colonial period to the present day. It focuses on Islam, state and conflict, starting with a broader discussion of the Islamisation of Southeast Asia and the entry of the European colonial powers. This is followed by a closer analysis of the relationship between Islam and the colonial state with seminars on the Dutch East Indies, 'British' Malaya, and the 'Spanish' Philippines. The course then looks at the rise of nationalism and the interplay of Islam and nationalism in the Muslim-majority states of Indonesia and Malaysia as well as the Muslim-minority states of Thailand, the Philippines, and Burma/Myanmar. In the second term this course studies the dynamics of Islam, the state, and local society in the Darul Islam rebellions (Indonesia), the southern Thailand conflict, the Aceh conflict (Indonesia), the Mindanao conflict (the Philippines), the Poso conflict (Indonesia), and the Rohingya conflict (Myanmar). It also looks at Islam and social conflict in Malaysia as well as the rise of regional and international jihadism with Jemaah Islamiyya and the Southeast Asian affiliates of ISIS.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
Formative coursework: One formative essay (3,500 words) in Michaelmas Term.
Indicative reading: Anthony Reid, Imperial Alchemy: Nationalism and political identity in Southeast Asia. Michael Laffan, Islamic Nationhood and Colonial Indonesia: the umma below the winds Hussin Mutalib, Islam in Southeast Asia. Joseph Liow, Religion and nationalism in Southeast Asia. Edward Aspinall, Islam and nation: Separatist rebellion in Aceh, Indonesia. John Sidel, Riots, Pogroms, Jihad: Religious Violence in Indonesia. Azeem Ibrahim, The Rohingyas: Inside Myanmar's Hidden Genocide. Francisco Lara, Insurgents, clans, and political legitimacy and resurgent conflict in Muslim Mindanao, Philippines. Duncan McCargo, Thailand's southern conflict
Assessment: Essay (35%, 3500 words) in the LT.
Essay (35%, 3500 words) in the ST.
Presentation (15%) in the MT and LT.
Class participation (15%) in the MT and LT.

HY444 Not available in 2017/18
The Cold War in Latin America

This information is for the 2017/18 session.
Teacher responsible: Dr Tanya Harmer SAR M.11
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This seminar is designed to introduce students

to new historical approaches to the Cold War in Latin America. It responds to new research and debates that have arisen in recent years regarding the meaning of the Cold War in a Latin American context. Students will examine the conflict's origins, who its protagonists were, the extent to which the superpowers were involved in it and its significance at a local, regional, and global level. The course places particular emphasis on the role of ideas and ideological struggles; the intersection between these ideas and the challenges of modernity and economic development; the causes of revolutionary and counter-revolutionary upheaval; the manifestations of violence and its effects; and the cultural Cold War. Students will be especially encouraged to explore the intra-regional and transnational dynamics of the Cold War in Latin America. They will study how events in one part of Latin America (for example, the overthrow of Jacobo Arbenz in Guatemala, the Cuban Revolution, the Brazilian and Chilean coups or the Central American crises in the 1980s) impacted upon other areas of region. The seminar will also devote three weeks to looking at Latin America's experience of the Cold War from a global comparative perspective, particularly in contrast to other parts of the Third World. Although the seminar will mostly involve intensive reading and discussion of secondary sources, students will also be encouraged to reflect on new online archival material, published writings of principal thinkers and oral histories as a means of understanding key concepts and ideas.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
There will be a reading week in the Michaelmas and Lent terms.
Formative coursework: Students are required to write one 3,000 word formative essay in the Michaelmas Term and one formative discussion post at the beginning of the year.
Indicative reading: Gilbert Joseph and Daniela Spenser (eds.), In From the Cold: Latin America's New Encounter with the Cold War (2007); Greg Grandin and Gilbert Joseph (eds.), A Century of Revolution: Insurgent and Counterinsurgent Violence During Latin America's Long Cold War (2011); Michael Löwy (ed.), Marxism in Latin America from 1909 to the Present: An Anthology (1992); Thomas C. Wright, Latin America in the Era of the Cuban Revolution (2001); Steven G. Rabe, The Most Dangerous Area of the World: John F. Kennedy Confronts Communist Revolution in Latin America (1999); Jean Franco, The Decline and Fall of the Lettered City: Latin America in the Cold War (2002); John Dinges, The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents (New York: The New Press, 2004); Dirk Kruijt, Guerrillas: war and peace in Central America (2008); Odd Arne Westad, The Global Cold War: Third World Interventions and the Making of Our Times (2005); Piero Gleijeses, Conflicting Missions: Havana, Washington, and Africa, 1959-1976 (2003); Tanya Harmer, Allende's Chile and the Inter-American Cold War (2011).
Assessment: Essay (50%, 6000 words) in the ST.
Other (35%) and class participation (15%).

HY448

Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War

This information is for the 2017/18 session.
Teacher responsible: Prof Matthew Jones SAR 3.09
Availability: This course is available on the MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course takes as a prime focus the nuclear policies pursued by some of the major powers in the international system from the initial use of nuclear weapons against Japan in 1945 until the collapse of the Soviet Union in 1991. It introduces and explores three main themes: how the advent of nuclear weapons came to influence national strategies and crisis behaviour; why the development of nuclear weapons and their delivery systems fuelled an arms race that became one of the defining features of the Cold War; and how major powers have attempted to curb the testing of such weapons, the numbers contained in their arsenals, and their spread, through measures of arms control and non-proliferation. After examining the controversy over the atomic bombing of Japan in 1945, including the moral and ethical questions raised by nuclear use, the course includes consideration of some of the most important events and debates in post-war nuclear history – the course is not designed or intended to be a potted history of the Cold War, but rather looks at the influence and role of nuclear weapons (and the strategic thinking that accompanied their development). The movement to ban the testing of nuclear weapons is also covered, and attention given to the Chinese, British and French national nuclear programmes, as well as those of the Soviet Union and United States. The last portion of the course offers close analysis of the international negotiations over arms control and non-proliferation that have featured since the late 1960s. Throughout the course students will engage with contemporary writings and study primary source documents which will accompany each topic.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of help sessions in the ST.
Students will be expected to read essential primary and secondary material for each weekly class, to deliver presentations, and to participate in seminar discussions. Reading week will take place in week 6 of MT and LT.
Formative coursework: Students will be required to produce a 2,000 word formative essay during week 6 of the Michaelmas Term.
Indicative reading: Barton Bernstein (ed), The Atomic Bomb: The Critical Issues (1976). Richard K. Betts, Nuclear Blackmail and Nuclear Balance (1987). Kai Bird and Lawrence Lifschultz (eds), Hiroshima's Shadow (1998). McGeorge Bundy, Danger and Survival: Choice About the Bomb in the First Fifty Years (1988). Gerard DeGroot, The Bomb: A History of Hell on Earth (2004). Robert Divine, Blowing on the Wind: The Nuclear Test Ban Debate, 1954-60 (1978). Lawrence Freedman, The Evolution of Nuclear Strategy (1st ed, 1981, 2nd ed 1988). Francis J. Gavin, Nuclear Statecraft: History and Strategy in America's Atomic Age (Ithaca, 2012). Michael J. Hogan (ed), Hiroshima in History and Memory (Cambridge, 1996). David Holloway, Stalin and the Bomb: The Soviet Union and Atomic Energy, 1939-1956 (London, 1994). John W. Lewis and Xue Litai, China Builds the Bomb (Stanford, 1988). Shane J. Maddock (ed), The Nuclear Age (Boston, 2001). Ernest R. May, John L. Gaddis, Philip H. Gordon and Jonathan Rosenberg (eds), Cold War Statesmen Confront the Bomb: Nuclear Diplomacy since 1945 (1999). Eric Schlosser, Command and Control (London, 2013). Martin Sherwin, A World Destroyed: Hiroshima and the Origins of the Arms Race (original ed 1975, rev ed, 1987). Marc Trachtenberg, History and Strategy (1991).
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.
Essay (25%, 3000 words) in the ST.
Assessment will be through two methods:
An unseen two hour examination paper, where students will have to write two essays drawn from a list of questions covered in the weekly classes (50%).
Two summative essays, each maximum 3,000 words, and taken from a set list of questions (25% for each essay).

HY458

LSE-Columbia University Double Degree Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Taylor Sherman SAR M.10
Availability: This course is compulsory on the MSc in International

and World History (LSE & Columbia). This course is not available as an outside option.
Pre-requisites: During their first year at Columbia University, students will identify a topic for the dissertation and will submit a detailed dissertation proposal form to their LSE supervisor. They will also have undertaken substantial research over the course of the summer, have written a Dissertation Research Report before arriving at LSE and be in a position to talk in a detailed manner with regards to their dissertation. These and the completion of other formal requirements for year one of the Double Degree will be needed before students can proceed to the second year of the programme at LSE.
Course content: The individual dissertation will be supervised and assessed at LSE in accordance with the Department's MSc regulations. It will be in the form of a thesis of no more than 15,000 words. The dissertation workshop will complement this by offering three sessions on methodological topics, and 7 sessions in which the students will each present updates on their research over the summer (MT) and a 3,000 word extract from their dissertations for group discussion, evaluation and analysis (LT).
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT.
Formative coursework: Students will be requested to submit a Dissertation Research Report at the beginning of the academic year and a dissertation chapter outline in week 8 of the MT.
Indicative reading: A reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, Writing History; D Cannadine (Ed), What is History now?; L Jordanova, History in Practice; R Evans, In Defence of History; J Tosh, The Pursuit of the Past; M Bloch, The Historian's Craft; R G Collingwood, The Idea of History.
Assessment: Dissertation (100%, 15000 words) in the ST.

HY459
The Ottoman Empire and its Legacy, 1299-1950

This information is for the 2017/18 session.
Teacher responsible: Prof Marc Baer SAR 3.17
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The Ottoman Empire (1299-1923) was one of the longest lasting and most territorially extensive of all empires in history. Yet today few know about its nature, whether in Turkey or abroad. Who were the Ottomans? How did they run their empire? How did they manage diversity? How did their understanding and practice of Islam change over time? What was the secret of their success, and what ultimately caused the empire's fall? How do the Ottomans compare to other contemporary empires? What is the Ottoman legacy, especially in Turkey and Greece? What is the significance of the Ottoman Empire for world history?
In order to answer these questions we will study the following topics: three pillars of Ottoman inheritance: Byzantium, Islam, Mongols; the origins and rise of the Ottoman Empire; the conquest of Constantinople and its significance for world history; Ottoman state institutions in the "classic age;" gendering Ottoman History; the Ottomans and the Renaissance; the Ottomans and the Age of Exploration; the Ottoman-Safavid-Habsburg struggle for supremacy; Ottoman Jews: model minority?; sixteenth- and seventeenth-century transformations; pietism, conversion, and interreligious relations; reform and repression, 1839-1908; Orientalism and the Ottomans; the Young Turks and the revolution of 1908; World War I and the Armenian genocide; Atatürk: the "Father" of Modern Turkey and the new Turkish Republic; the Kurdish issue; the legacy of the Ottoman Empire in comparative perspective; and the Ottoman past in Turkish historical fiction.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in the Michaelmas and the Lent terms and a revision session in the Summer Term.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Weekly written and oral reading reports in MT and LT. Completion of these is mandatory, in order to facilitate good seminar discussions.
Indicative reading: Jane Burbank and Frederick Cooper, Empires in World History: Power and the Politics of Difference (Princeton 2010); Marshall Hodgson, Rethinking World History: Essays on Europe, Islam, and World History (Cambridge 1993); Caroline Finkel, Osman's Dream: The History of the Ottoman Empire (London 2005); Giancarlo Casale, The Ottoman Age of Exploration (Oxford 2011); Marc David Baer, Honored by the Glory of Islam: Conversion and Conquest in Ottoman Europe (Oxford 2008); Marc David Baer, The Dönme: Jewish Converts, Muslim Revolutionaries, and Secular Turks (Stanford 2010); Mark Mazower, Salonica City of Ghosts: Christians, Muslims, and Jews 1430-1950 (Vintage 2006).
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (35%, 3000 words) in the LT.
Presentation (15%) in the MT and LT.
A 3000-word assessed essay due LT and worth 35%, a presentation worth 15% and a two-hour exam ST worth 50%.

HY461
East Asia in the Age of Imperialism, 1839-1945

This information is for the 2017/18 session.
Teacher responsible: Dr Antony Best SAR 3.14
Availability: This course is available on the MSc in Comparative Politics, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia would be useful.
Course content: The course looks at the origins and the political, strategic, economic and cultural consequences of the arrival of Western imperialism in East Asia. Subjects covered by the course include the clash between the Westphalian and Sinocentric international orders; the opium wars; the fall of the Tokugawa shogunate; the Japanese, Korean and Chinese responses to the arrival of the West; the history of Western imperialism in China and the rise of Chinese nationalism; the rise of Japanese imperialism; the Russo-Japanese War and its consequences; pan-Asianism, race and immigration; the Chinese revolution of 1911-12; the rise of intra-Asian trade; the effect of Wilsonian and communist internationalism; Japan's move towards aggressive expansion in the 1930s; the outbreak of the Pacific War.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6 of MT and LT.
One revision lecture in the Summer Term.
Formative coursework: Students will be required to write three essays over the academic year. The second essay will be assessed and the third essay will be a mock examination.
Indicative reading: A detailed reading list will be issued at the start of the course, but the following provide a useful introduction to the themes, events and historiography: Shigeru Akita (ed.), Gentlemanly Capitalism, Imperialism and Global History (Basingstoke, 2002); Warren Cohen, (ed), Pacific Passage: The Study of American-East Asian Relations on the Eve of the

Twenty-First Century (New York, 1996); Merle Goldman & Andrew Gordon, (ed.), Historical Perspectives on Contemporary East Asia (Cambridge, Mass. 2000); Akira Iriye, Japan and the Wider World: From the Mid-Nineteenth Century to the Present (London, 1997); Jonathan Spence, The Search for Modern China (1999); Chushichi Tsuzuki, The Pursuit of Power in Modern Japan 1825-1995 (Oxford, 2000).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words).
A three-hour unseen examination in ST (75%) and the second essay during the academic year (3,000 words) will be assessed and make up the remaining 25%.

HY463
The Origins of the Cold War, 1917-1962

This information is for the 2017/18 session.
Teacher responsible: Prof Vladislav Zubok SAR 3.13
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course examines the origins of the Cold War and the dynamics of its rise during the period from World War II to the Cuban Missile Crisis in 1962. It looks at long-term trends as well as specific events in order to elucidate how the Cold War originated and evolved. It deals with the Cold War as international history, covering the period from a wide variety of geographical and national angles: while some meetings necessarily centre on an individual state or a bilateral relationship, there will be others that deal with a wider region or with global trends. Intellectually, therefore, the course stresses the transformation of the field from the study of (primarily American) national foreign policy to a broader international approach.
There are seminars on the following topics: Introduction. The Origins of the Origins, 1917-1943; The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany, 1945-1952; The Sovietisation of Eastern Europe and the Yugoslav Exception; The Marshall Plan and the Foundation of NATO; Nuclear Weapons, Science, and Technology at the Start of the Cold War, 1945-1952; The Communist Victory in China and the Origins of the Korean War; The Korean War; Grand Strategy I: The Soviet Union and the Post-War World, 1945-1953; Grand Strategy II: The United States and the Post-War World, 1945-1953; Cold War Liberalism and McCarthyism: Anti-Communism and the Cold War in American Politics and Culture, 1947-1954; The Sino-Soviet Alliance, 1954-1962; Indochina Wars: From the French Indochina War to the Eve of American Intervention; Eastern Europe from 1953 to the Aftermath of the 1956 Revolutions; The Berlin Crisis, 1958-1962; From the Cuban Revolution to the Cuban Missile Crisis, 1958-1962; Grand Strategy III: Soviet Foreign Policy from Stalin's Death to the Cuban Missile Crisis; Grand Strategy IV: US National Security Policy from Eisenhower to Kennedy; Nuclear Arms Race and the Crisis of Bipolarity, 1953-62; The World Economy, Identities, and the Cold War, 1917-1962.
There are lectures (joint with HY206) covering the following topics: The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany; The Iron Curtain; The Marshall Plan and the Foundation of NATO; The United States and Japan, 1945-1965; The Outbreak of the Korean War; The Sino-Soviet Alliance; The 1956 Hungarian Revolution; Technologies, Weapons, and the Arms Race; The Cuban Revolution and the 1962 Missile Crisis; Culture and Mindsets.
Teaching: 10 hours of lectures and 20 hours of seminars in the MT. 10 hours of lectures and 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Twenty two-hour hour seminars and twenty one-hour survey lectures. The twofold emphasis of the seminars is on working with primary sources and working with the historiography, in particular the recent 'New Cold War History', in order to understand how historians have interpreted (and re-interpreted) the origins of the Cold War in light of their access to new sources. The lectures are joint with HY206.
There will be a reading week in the Michaelmas and the Lent terms and a revision session in the Summer Term.
Formative coursework: Students are required to make brief historiographical notes for each seminar starting from week 3, to give two oral presentations during the year and to submit one 3000-word formative essay in the Michaelmas Term (the second essay is assessed, see below).
Indicative reading: M.P. Leffler/O.A. Westad (eds), The Cambridge History of the Cold War; J.M. Hanhimäki/O.A. Westad (eds), The Cold War: A History in Documents and Eyewitness Accounts; J.L. Gaddis, The Cold War: A New History; V.M.Zubok, A Failed Empire.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.

HY465
The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict

This information is for the 2017/18 session.
Teacher responsible: Dr Svetozar Rajak SAR.3.15
Availability: This course is available on the MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course examines the history of the Balkans in the second half of the Twentieth century and on the threshold of the Twenty First century. It is not, however, designed to provide a simple historical overview of the region during this period. The course aims to integrate broader themes and interpretations of the Cold War and its legacy, and of deeper civilizational undercurrents of the second half of the Twentieth Century, with the study of the region and its only federation, Yugoslavia. To do so, it will invoke three main themes that will also facilitate insight into the interaction between the global, regional, and country specific. Firstly, the course will explore the regional and inter-bloc dynamics within the structured Cold War system by looking at the impact the Cold War had on the region and, in turn, at the influence the Balkans, in particular the Greek Civil War and Yugoslavia's conflict with the USSR exercised on the institutionalization and the dynamics of the Cold War during its nascent decade. Secondly, the course will look into the unique role Yugoslavia played in the creation of the alternatives and challenges to the bipolar structure and rigidity of the Cold War world, namely the Non-aligned Movement, and the ideological heresy, the so called "Yugoslav road to Socialism" that created a schism within one of the ideological poles of the Cold War, the Soviet Communism. Thirdly, the course will offer insight into the dramatic impact the end of the Cold War on the developments in the region, in particular on the collapse of the Yugoslav federation; at the same time, it will assess the role that the disintegration of Yugoslavia and the subsequent wars of secession had on the creation of the concepts that became the building blocks of the post-Cold War international system, namely nation-building, humanitarian intervention, international community, conflict-resolution, limited sovereignty, decreasing role of the UN, American hegemony, etc.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students are required to write one 3,000 word essay in the Michaelmas term. There will also be a mock exam (a one-hour essay) in the end of the Lent term.

Indicative reading: Crampton, Richard J., The Balkans Since the Second World War, (New York: Longman, 2002). Glenny, Misha, The Balkans 1804 - 1999: Nationalism, War and the Great Powers, (London, Granta Books, 1999). Ramet, Sabrina, The Three Yugoslavias: State Building and Legitimation, 1918-2005, (Washington D.C.: Woodrow Wilson Center Press/Bloomingtin and Indianapolis: Indiana University Press, 2006). Todorova Maria, Imagining the Balkans, Oxford University Press, 1997. Lawrence S. Wittner, American Intervention In Greece, 1943-1949, (New York, Columbia University Press, 1982). Peter J. Stavrakis, Moscow and Greek Communism, 1944-1949, (Ithaca and London, Cornell University Press, 1989). Rajak, Svetozar, The Cold War in the Balkans: From the Greek Civil War to the Soviet-Yugoslav Normalization in Leffler, Melvyn and Westad, Arne (eds), The Cambridge History of the Cold War, Volume I: Origins, (Cambridge: Cambridge University Press, 2010). Woodward, Susan L., Balkan Tragedy: Chaos and Dissolution after the Cold War, (Washington D.C.: The Brookings Institution, 1995). Bose, Sumantra, Bosnia After Dayton: Nationalist Partition and International Intervention, (New York: Oxford University Press, 2002). Latawski, Paul, and Smith Martin A., The Kosovo Crisis and the Evolution of Post-Cold War European Security, (Manchester and New York: Manchester University Press, 2003)
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.
Class participation (15%) and presentation (10%) in the MT and LT.

HY469 Not available in 2017/18

Maps, History and Power: The Spaces and Cultures of the Past

This information is for the 2017/18 session.
Teacher responsible: Dr Paul Stock SAR 2.15
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: How did past societies and cultures understand the world around them? How did those societies use maps to represent physical, social and imaginative spaces? Do maps merely reflect particular mentalities and social practices, or do they actively shape the experience and perception of the world? Maps, History and Power addresses these and other questions by exploring mapping practices and spatial thought in several European and non-European contexts from the medieval to the modern periods. The course explores how past societies have used maps to serve a number of practical and ideological purposes: to express religious belief, to aid navigation and commerce, to assert cultural superiority, and to enable state formation or imperial control. Alongside readings in history and cartography, the course will make extensive and innovative use of the latest digital resources, allowing students to view and discuss historical maps from the world's great research libraries and collections.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
The course operates reading weeks in the MT and LT. There will be a revision session in Summer Term.
Formative coursework: Students will be required to submit two 3,000 word formative essays (one per term). They will also have the opportunity to sit a mock exam.
Indicative reading: Jeremy Black, Maps and History: Constructing Images of the Past (New Haven: Yale University Press, 1997). Jerry Brotton, A History of the World in Twelve Maps (London: Allen Lane 2012). David Buisseret, The Mapmakers' Quest: Depicting New Worlds in Renaissance Europe (Oxford: Oxford University Press, 2003). Denis Cosgrove (ed.), Mappings (London: Reaktion, 1999). J.B. Harley, The New Nature of Maps: Essays in the History of Cartography (Baltimore: Johns Hopkins University Press, 2001). Christian Jacobs, The Sovereign Map: Theoretical Approaches in Cartography throughout History, trans. Tom Conley, ed. Edward H. Dahl (Chicago: Chicago University Press, 2006). Mark Monmonier, How to Lie with Maps (Chicago: Chicago University Press, second ed. 1996). David Turnbull, Maps are Territories, Science is an Atlas (Chicago: Chicago University Press, 1993). Denis Wood, The Power of Maps (London: Routledge, 1993)
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

HY471

European Empires and Global Conflict, 1935-1948

This information is for the 2017/18 session.
Teacher responsible: Dr David Motadel SAR 3.16
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course examines the history of the European empires in the Second World War. It covers the history of the war fought in the imperial world and its impact on the lives of millions of colonial civilians; the political, military, and social history of colonial soldiers who fought in Europe's multi-ethnic and multi-religious armies; the history of anti-colonial movements during the war, from Ho Chi Minh's Viet Minh to Gandhi's Quit India movement; and the history of the war's impact on decolonisation and the twentieth century world order. Overall, the course explores the non-European experience of the Second World War, examining the ways in which the conflict shaped societies and political orders in Africa, Asia, and beyond. Drawing on key secondary texts, primary sources, and visual material, the course provides a broad introduction to the most destructive and cataclysmic conflict in modern global history.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
There will be reading weeks in MT and LT.
Formative coursework: Students will be expected to produce one essay (2,500 to 3,000 words) in MT; one presentation in MT; and one presentation in LT. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.
Indicative reading: C. A. Bayly and Tim Harper, Forgotten Armies: Britain's Asian Empire and the War with Japan (London, 2004). Judith A. Byfield, Carolyn A. Brown, Timothy Parsons, and Ahmad Alawad Sikainga (eds.), Africa and World War II (Cambridge, 2015). Ronald Hyam, Britain's Declining Empire: The Road to Decolonisation, 1918-1968 (Cambridge, 2007). Ashley Jackson, The British Empire and the Second World War (London, 2006). Eric T. Jennings, Vichy in the Tropics: Pétain's National Revolution in Madagascar, Guadeloupe and Indochina, 1940-1944 (Stanford, 2001). John Kent, The Internationalization of Colonialism: Britain, France and Black Africa, 1939-1956 (Oxford, 1992). Yasmin Khan, The Raj at War: A People's History Of India's Second World War (London, 2015). David Killingray and Richard Rathbone (ed.), Africa and the Second World War (London, 1986). William Roger Louis, Imperialism at Bay, 1941-45: The United States and the Decolonization of the British Empire (Oxford, 1977). Emily S. Rosenberg (ed.), A World Connecting, 1870-1945 (Cambridge, MA, 2012). Aviel Roshwald, Estranged Bedfellows: Britain and France in the Middle East during the Second World War (New York, 1990). Alberto Sbacchi, Ethiopia under Mussolini: Fascism and the Colonial Experience (London, 1985). Martin Thomas, The French Empire at War, 1940-1945 (Manchester, 1998). Stein Tønnesson,

The Vietnamese Revolution of 1945: Roosevelt, Ho Chi Minh and de Gaulle in a World at War (London, 1991). Gerhard L. Weinberg, A World at Arms: A Global History of World War II (Cambridge, 2005).
Assessment: Essay (50%, 5000 words) in the LT.
Essay (50%, 5000 words) in the ST.
Assessment will be via two 5,000 word essays. The first essay will be submitted in week 1 of LT; the second in week 1 of ST. Essay titles will be drawn from an approved list supplied at the start of the course.

HY472
China and the External World, 1711-1839

This information is for the 2017/18 session.
Teacher responsible: Dr Chung Yam Po SAR 2.18
Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be capped at one group. Places are limited and priority will be given to International History students over those of other departments.
Course content: This course provides an overview of the history of Qing China from the early eighteenth to the mid-nineteenth centuries, tracing political, institutional, cultural, and social continuities and changes, particularly in China's land and maritime frontiers. Beginning in the Qianlong period, the Qing Empire became involved in an ever-growing network of commerce and cultural exchange, extending from Manchuria to Inner Asia, and from the East Sea to the Indian Ocean. Following the bloody suppression of the Lhasa riots in 1750, a series of events further connected China to the external world: the infamous Dzungar genocide, China's invasion of Burma, European encroachment in Asian seas, the rise of port cities in Southeast Asia that were dominated by Chinese entrepreneurs, and increasing tension between China and Western powers over sea lanes and maritime boundaries. This course will use China's shifting frontiers as a fulcrum to re-examine Chinese history in the modern era, factoring in the movement of people, commodities, ideas, cultural meanings, and imaginaries, which clearly indicate "China's outwardness." This challenges the common perception of China as isolated and inward-looking.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Ten weekly two-hour seminar meetings in Michaelmas Term and Lent Term, with a reading week in week 6 of both terms. Revision session in the Summer Term.
Formative coursework: One formative essay in the Michaelmas Term; one mock exam.
Indicative reading: Mark C. Elliot, Emperor Qianlong: Son of Heaven, Man of the World (New York: Longman, 2009). Peter C. Perdue, China Marches West: The Qing Conquest of Central Eurasia (Cambridge, Mass.: Harvard University Press, 2009). Gang Zhou, The Qing Opening to the Ocean: Chinese Maritime Policies, 1684-1757 (Honolulu: University of Hawai'i Press, 2013). John. E. Wills, China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions (Cambridge; New York: Cambridge University Press, 2011). Robert Antony, Like Froth Floating on the Sea: The World of Pirates and Seafarers in Late Imperial South China (Berkeley, Calif.: Institute of East Asian Studies, 2003). Kenneth Pomeranz, The Great Divergence: China, Europe, and the Making of the Modern World Economy (Princeton, N.J.: Princeton University Press, 2000). Eric Tagliacozzo, Helen F. Siu, Peter C. Perdue, Asia Inside Out: Connected Places (Cambridge, Mass.: Harvard University Press, 2015). Mark C. Elliot, Emperor Qianlong: Son of Heaven, Man of the World (New York: Longman, 2009). Peter C. Perdue, China Marches West: The Qing Conquest of Central Eurasia (Cambridge, Mass.: Harvard University Press, 2009). Gang Zhou, The Qing Opening to the Ocean: Chinese Maritime Policies, 1684-1757 (Honolulu: University of Hawai'i Press, 2013). John. E. Wills, China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions (Cambridge; New York: Cambridge University Press, 2011). Robert Antony, Like Froth Floating on the Sea: The World of Pirates and Seafarers in Late Imperial South China (Berkeley, Calif.: Institute of East Asian Studies, 2003). Kenneth Pomeranz, The Great Divergence: China, Europe, and the Making of the Modern World Economy (Princeton, N.J.: Princeton University Press, 2000). Eric Tagliacozzo, Helen F. Siu, Peter C. Perdue, Asia Inside Out: Connected Places (Cambridge, Mass.: Harvard University Press, 2015).
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.

HY473
The GDR and Communist Parties in Europe 1949-1990

This information is for the 2017/18 session.
Teacher responsible: Professor Arnd Bauerkaemper
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course will be divided into two sections. The first (major) part provides an overview of political, economic, social and cultural transformations in the GDR. Beyond comparison, mutual perceptions, relations and entanglements between the two German states will also receive attention. The second section will concentrate on the transnational history of East Germany's ruling party, the Socialist Unity Party (Staatssozialistische Einheitspartei, SED), which was integrated into a European-wide network of Communist parties, including the West German KPD and DKP, respectively. The leading functionaries of the SED interacted with their "comrades" in various European countries. Yet the obstacles to exchange – in particular different national traditions, specific contexts, power asymmetries and misunderstandings – have to be taken into account, as well. All in all, the course aims to relate the history of the GDR to the development of the Federal Republic of Germany and embed it into its wider European context.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
10 x two-hour seminars in the MT and the LT. There will be a reading week in the MT and the LT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Corey Ross, The East German Dictatorship. Problems and Perspectives in the Interpretation of the GDR (London: Arnold, 2002); Mary Fulbrook, Interpretations of the Two Germanies, 1945–1990 (2nd edition, Houndsmills: Palgrave Macmillan, 2000); Mary Fulbrook, A History of Germany 1918–2008: The Divided Nation (3rd edition, Malden, Oxford, Chichester: Wiley-Blackwell 2009); Mary Fulbrook / Andrew I. Port (eds.), Becoming East German. Socialist Structures and Sensibilities after Hitler (New York: Berghahn Books, 2013); Mary Fulbrook (ed.), Power and Society on the GDR, 1961-1979. The 'Normalisation of Rule'?" (New York: Berghahn Books, 2009); Christoph Kleßmann (ed.), The Divided Past: Rewriting Post-war German History (Oxford: Berg Publishers, 2001); Charles S. Maier, Dissolution: The Crisis of Communism and the End of East Germany (Princeton, N.J.: Princeton University Press, 1997); Frank Bösch (ed.), Geteilte Geschichte. Ost- und Westdeutschland 1970-2000, Göttingen: Vandenhoeck & Ruprecht, 2015; Uwe Backes / Patrick Moreau

(eds.), Communist and Post-Communist Parties in Europe (Göttingen: Vandenhoeck & Ruprecht, 2008); Francesco Di Palma / Wolfgang Müller (eds.), Kommunismus in Europa. Europapolitik und -vorstellungen europäischer kommunistischer Parteien im Kalten Krieg (Paderborn: Ferdinad Schöningh, 2016); Hedwig Richter, Die DDR (Paderborn: Ferdinand Schöningh/UTB, 2009); Ulrich Mählert (ed.), Die DDR als Chance. Neue Perspektiven auf ein altes Thema (Berlin: Metropol Verlag, 2016); Sonja Levsen / Cornelius Torp (eds.), Wo liegt die Bundesrepublik? Vergleichende Perspektiven auf die westdeutsche Geschichte (Göttingen: Vandenhoeck & Ruprecht, 2016).
Assessment: Essay (40%, 3000 words) in the LT.
Essay (40%, 3000 words) in the ST.
Presentation (10%) and class participation (10%) in the MT and LT.
Assessment will be via seminar participation, one oral presentation (accompanied by an annotated bibliography), and two 3,000-word essays. The first assessed essay will be due in the LT; the second in the ST. Essay questions will be selected from an approved list supplied at the start of the course.

HY477

Race, Gender and Reproduction in the Caribbean, 1860s-1980s

This information is for the 2017/18 session.
Teacher responsible: Dr Imaobong Umoren
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: In the wake of slavery, debates about the intersecting politics of race, gender, and reproduction arose in the Francophone, Anglophone, and Hispanic Caribbean and continued well into the 1960s. This module explores the ways in which the formerly enslaved as well as former planters, imperial officials, newly indentured labourers from South Asia, philanthropists, medical professionals, and welfare workers contributed to and shaped colonial social welfare, health policies, and ideas surrounding racial uplift and improvement. Students will engage in comparative intellectual and social history by drawing on primary and secondary sources to consider the influence of European and American imperialism in the Caribbean. A range of topics will be explored including post-emancipation population decline; infant mortality; illegitimacy; venereal disease; birth control; inter- and extra regional migration; eugenics; tropical medicine; interwar population increase and the impact these issues had on the First and Second World Wars, decolonisation, departmentalisation and other independence struggles. Each week students will focus on a topic in relation to different Caribbean islands. All primary sources will be available in English.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
10 x 2-hour seminars in the MT; 10 x 2-hour seminars in the LT. There will be a reading week in the MT and the LT.
Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the MT and 1 presentation in the LT.
Students will be expected to produce one essay (2,500 to 3,000 words) in MT; one presentation in MT; and one presentation in LT. Students will also be required to prepare short summaries of the readings for the weekly meetings.
Indicative reading: Bourbonnais, Nicole, Birth Control in the Decolonizing Caribbean: Reproductive Politics and Practice on Four Islands, 1930-1970 (Cambridge: Cambridge University Press, 2016). Briggs, Laura, Reproducing Empire: Race, Sex, Science and US Imperialism in Puerto Rico (Berkeley: University of California Press, 2002). De Barros, Palmer, Steven and Wright, David (eds.), Health and Medicine in the Circum-Caribbean, 1800-1968 (New York: Routledge, 2009). De Barros, Juanita, Reproducing the British Caribbean: Sex, Gender and Population Politics after Slavery (Chapel Hill: University of North Carolina Press, 2014). Findlay, Eileen, Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1902 (Durham: Duke University Press, 1999). Holt, Thomas, The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938 (Baltimore: John Hopkins University Press, 1992). Knight, Franklin W, B. W. Higman, and Bridget Brereton (eds.), General History of the Caribbean (London: UNESCO Publishing, 1997). Macpherson, Anne, From Colony to Nation: Women Activists and the Gendering of Politics in Belize, 1912-1982 (Lincoln: University of Nebraska Press, 2007). Renda, Mary, Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940 (Chapel Hill: University of North Carolina Press, 2001). Palmer, Steven, Launching Global Health: The Caribbean Odyssey of the Rockefeller Foundation (Ann Arbour: University of Michigan Press, 2010). Putnam, Lara, The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1969 (Chapel Hill: University of North Carolina Press, 2002). Shepherd, Verene, Bridget Brereton, and Barbara Bailey (eds.), Engendering History: Caribbean Women in Historical Perspective (Kingston: Ian Randle, 1999).
Assessment: Essay (50%, 5000 words) in the LT.
Essay (50%, 5000 words) in the ST.

HY478

The Origins of the Modern World: Europe, China and India, 1600-1800

This information is for the 2017/18 session.
Teacher responsible: Dr Gagandeep Sood SAR 2.07
Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course is about the developments which led to the emergence of our modern world. A variety of conditions have been highlighted by historians as responsible for this, including property rights, political and military conflict, family patterns, empirical rationality, conquest and exploitation, land administration, and sheer accident or contingency. Although scholarly consensus on the leading-edge conditions still eludes us, there is broad agreement that the polities of northwestern Europe, eastern China and northern India played critical roles, and that the main step change occurred in the seventeenth and eighteenth centuries. The course focuses as a result on Mughal India, Qing China, the Dutch Republic and Early Modern Britain, and on the relations between them.
We will address these polities and relations from two distinct but complementary perspectives. These perspectives frame the two terms of the course. One is historiographical and pivots on the interpretations of key scholars, the other is historical and builds on our best current knowledge of Eurasia in the period. In the Michaelmas Term, we will examine the grand narratives that have been elaborated by historians to make sense of the step change which occurred in the seventeenth and eighteenth centuries. Each crystallises a specific set of conditions and gives primacy to different polities of Eurasia, with a particular stress on Mughal India, Qing China, the Dutch Republic and/or Early Modern Britain. In examining these narratives, we will gain familiarity with the significant developments associated with the four polities, and how they have been interpreted by scholars more generally. In the Lent Term, we will draw on and critique their interpretations as we examine in a comparative framework the ways in which the four polities attempted to solve the near-universal problems faced by all complex states and societies. The extent to which the solutions were successful in the seventeenth and eighteenth centuries had

a direct bearing on relations between Europe, China and India, and their future trajectory. By juxtaposing the perspectives of grand narratives and near-universal problems, we will engage with both the received paradigms and the salient historical contexts. In so doing, we will fashion our own understanding of the origins of the modern world.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
There will be a reading week in both the MT and the LT. As no prior knowledge of the course's subject is either assumed or required, it is essential for students to do the set readings and assignments, attend the seminars and engage actively in discussion. It is also strongly recommended that students meet informally outside the class setting to compare notes and learn from each other.
Formative coursework: A 3500-word essay will be due towards the end of MT on a question selected from an approved list supplied at the start of the course. For each week, there will be a core reading which provides the necessary background and further readings selected in consultation with the instructor. These tasks will be supplemented with occasional short response papers to be posted on Moodle before the weekly seminars and unassessed oral presentations during the seminars themselves.
Indicative reading: For general surveys, students may consult: David B. Abernethy, The Dynamics of Global Dominance: European Overseas Empires, 1415-1980 (New Haven, CT, 2000); Christopher A. Bayly, The Birth of the Modern World, 1780-1914: Global Connections and Comparisons (Oxford, 2004); John Darwin, After Tamerlane: The Global History of Empire (London, 2007).
Signal contributions to the subject include: Fernand Braudel, Civilization and Capitalism, 15th-18th Century, 3 vols (New York, 1981-1984); Marshall G. S. Hodgson, Rethinking World History: Essays on Europe, Islam, and World history (Cambridge, 1993); Antony G. Hopkins (ed.), Globalization in World History (London, 2002); Victor Lieberman, Strange Parallels: Southeast Asia in Global Context, c. 800-1830, 2 vols (Cambridge, 2003-2009); Geoffrey Parker, Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century (New Haven, NH, 2013); Kenneth Pomeranz, Great Divergence: Europe, China and the Making of the Modern World Economy (Princeton, NJ, 2000).
Assessment: Essay (35%, 3500 words) in the LT.
Essay (35%, 3500 words) in the ST.
Presentation (15%) in the MT.
Class participation (15%) in the MT and LT.
Assessment will be via seminar participation (15%), one oral presentation accompanied by an annotated bibliography (15%), and two 3500-word essays (35% each). A formative essay will be due in MT to help prepare for the assessed essays. The first assessed essay will be due in Week 8 of LT, the second in Week 1 of ST. Essay questions will be selected from an approved list supplied at the start of the course.

HY498
Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations

This information is for the 2017/18 session.
Teacher responsible: Dr David Motadel
Availability: This course is compulsory on the MSc in International Affairs (LSE and Peking University) and MSc in Theory and History of International Relations. This course is not available as an outside option.
Course content: The 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 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
Teaching: 4 one-hour sessions in MT.
HY498 teaching is provided through HY498 Dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Michaelmas 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 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the HY498 Dissertation Proposal Form before the published deadline. It is the student's responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.
Assessment: Dissertation (100%, 10000 words) in September.
The dissertation must not exceed 10,000 words (100% of course mark), including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography and appendices. A Fail cannot be compensated, and a degree cannot be awarded unless HY498 has been passed. Two bound copies and one electronic copy must be submitted by the published deadline.

HY499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr David Motadel SAR 3.16
Availability: This course is compulsory on the MSc in Empires, Colonialism and Globalisation and MSc in History of International Relations. This course is not available as an outside option.
Course content: The HY499 dissertation is an exercise in using primary sources to write on a precise topic in International History. The only formal limit on the choice of subject is that it must fall within the syllabus - i.e. it has to be a topic in International History, and the dissertation has to be a study in the discipline of history. Dissertations that represent contributions to disciplines outside history, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the argument and/or the treatment of the evidence. The subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes and/or policies in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The dissertation supervisor is the final judge of whether a particular topic falls within the syllabus.
Teaching: 4 one-hour sessions in MT.
HY499 teaching is provided through HY499 Dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Michaelmas 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 HY499 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the HY499 Dissertation Proposal Form before the published deadline. It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.
Assessment: Dissertation (100%, 10000 words) in September.
100% by dissertation. A Fail cannot be compensated, and a degree cannot be awarded unless HY499 has been passed. Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography and appendices. Two bound copies and one electronic copy must be submitted by the published deadline.

IR410
International Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Katerina Dalacoura
Availability: This course is compulsory on the MSc in International Relations and MSc in International Relations (LSE and Sciences Po). This course is not available as an outside option.
Course content: This course has 5 objectives: (i) to enquire into the nature of international politics and the role of general theory in advancing our understanding of it; (ii) to introduce the main contributions to the general theory of international politics; (iii) to provide students with a range of concepts, ideas, and perspectives to enable them to widen and deepen their understanding of international politics; (iv) to encourage critical, independent, thought; (v) to ascertain the extent to which progress has been made in our understanding of international politics, and more tentatively to what degree international politics itself can be deemed intrinsically or latently progressive. The primary pedagogical device of the course is a close reading of 13 seminal IR texts. Students are encouraged to investigate the epistemological assumptions underlying these texts, the methods of analysis they employ, their importance in the canon of IR, and their value for thinking about international politics today.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 7 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students deliver seminar papers and write three 2,000-word essays for their seminar teachers on topics notified at the beginning of the session.
Indicative reading: H. Bliddal. C. Sylvest and P. Wilson (eds.) Classics of International Relations: Essays in Criticism and Appreciation (2013). E. H. Carr, The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations (1939). V. Woolf, Three Guineas (1938). H. J. Morgenthau, Politics Among Nations: The Struggle for Power and Peace (1948). H. Bull, The Anarchical Society: A Study of Order in World Politics (1977). K. N. Waltz, Theory of International Politics (1979). R. Cox, 'Social Forces, States, and World Orders: Beyond International Relations Theory' (1981). M. Doyle, 'Kant, Liberal Legacies, and Foreign Affairs: Parts 1 & 2', Philosophy and Public Affairs (1983). R.J. Vincent, Human Rights and International Relations (1986). C. Enloe, Bananas, Beaches and Bases: Making Feminist Sense of International Politics (1989). A. Wendt, 'Anarchy is what States Make of it: The Social Construction of Power Politics', International Organization (1992). D. Campbell, Writing Security: United States Foreign Policy and the Politics of Identity (1992). S. Huntington, 'The Clash of Civilizations?' Foreign Affairs (1993). J. Mearsheimer, The Tragedy of Great Power Politics (2001).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
The paper contains about 12 questions, of which three are to be answered.

IR411
Foreign Policy Analysis III

This information is for the 2017/18 session.
Teacher responsible: Prof. Toby Dodge CLM 6.10
Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students taking the MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University) may be able to take this course if there is space but on previous years experience this is unlikely.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Pre-requisites: Students need not have studied Foreign Policy Analysis before, but some familiarity with theories of International Relations and modern international history is essential.
Course content: The ways in which states formulate decisions and strategies for dealing with other members of the international community.
Critical examination of theoretical perspectives on foreign policy, involving the analysis of the foreign policy behaviour of a broad range of states through selective use of case studies.
Development of the discipline of Foreign Policy Analysis; the interplay between domestic and external forces; the organisation, psychology and politics of decision-making; the impact of public opinion and state type upon foreign policy; the foreign policies of the major and middle powers as well as small/weak states; conventional and critical theories of FPA; ethical foreign policy. Seminars discuss and expand on these topics, covering also questions of choice, rationality and identity and the significance of history and culture in foreign policy, as well as methodological issues, as appropriate. Students are expected to combine an interest in theoretical and comparative aspects of the subject with a solid knowledge of the main foreign policy issues and events of the contemporary era and the twentieth and twenty-first centuries. A detailed programme of lectures will be provided at the start of the session. Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalRelations/video/IR411-FPA-video.aspx
Teaching: 10 hours of lectures and 12 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: All students who attend the seminar will be expected to write three 2,000 word essays for their seminar leader. Each student will also be expected to present at least one seminar topic.

Indicative reading: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material: Chris Alden and Amon Aran, Foreign Policy Analysis: New Approaches: Understanding the diplomacy of war, profit and justice, Routledge, 2011; Valerie M. Hudson, Foreign Policy Analysis: Classic and Contemporary Theory, Rowman and Littlefield, 2007: Graham Allison and Philip Zelikour, Essence of Decision, 2nd ed, Longman, 1999; Christopher Hill, The Changing Politics of Foreign Policy, Palgrave, 2003; Yuen Foong Khong, Analogies at War: Korea, Munich, Dien Bien Phu and the Vietnam Decisions of 1965, Princeton University Press, 1992; Steve Smith, Amelia Hadfield and Timothy Dunne (Eds), Foreign Policy: Theories, Actors, Cases, Oxford University Press, 2012; A more detailed reading list will be provided at the beginning of the course.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR412
International Institutions

This information is for the 2017/18 session.
Teacher responsible: Dr Mathias Koenig-Archibugi CON.4.08
Dr Uli Sedelmeier CLM.5.06
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Theory and History of International Relations and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The first part of the course introduces the main theoretical approaches that provide alternative explanations for key questions about international institutions: their creation, institutional design, decision-making processes, their impact and their interactions with other international institutions. The second part analyses these key questions with regard to specific international institutions, including the United Nations, the European Union, the North Atlantic Treaty Organisation, the World Trade Organisation, the International Monetary Fund and the World Bank, as well as international institutions in the areas of human rights, environmental protection, and health policy.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 8 hours of lectures and 12 hours of seminars in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Each seminar participant is required to give presentations on seminar topics and write two formative essays.
Indicative reading: Volker Rittberger, Bernhard Zangl and Andreas Kruck, International Organization: Polity, Politics and Policies, second edition, Palgrave, 2012; Ian Hurd, International Organizations: Politics, Law, Practice, Cambridge University Press, 2010.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 4000 words) in the LT.

IR415
Strategic Aspects of International Relations

This information is for the 2017/18 session.
Teacher responsible: Prof Christopher Coker CLM 5.09
Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Pre-requisites: A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.
Course content: This is not a conventional Strategic Studies course. It is about the cultural context of military conflict between states and within them. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945. The Western Way of War; Non Western Ways of Warfare; Technology and War. Clausewitz and the Western Way of Warfare; war and genocide; war in the developing world; terrorism and crime; NATO and its future; Globalisation and Security; the 'end of war' thesis.
Teaching: 10 hours of lectures and 12 hours of seminars in the MT. 6 hours of lectures and 12 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
The majority of seminar topics will be on strategic aspects of postwar international relations and examination papers will reflect this. Students on this course will have a reading week in week 6 in line with departmental policy.
Formative coursework: Three 2,000-word essays will be set and marked by the seminar teacher.
Indicative reading: The following short list comprises some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition. R Aron, Peace and War; C M Clausewitz, On War (Ed by M Howard & P Paret); J L Gaddis, Strategies of Containment; M E Howard, War and the Liberal Conscience; F M Osanka, Modern Guerrilla Warfare; C Coker, War and the Twentieth Century; J Keegan, A History of Warfare; C Coker, War and the Illiberal Conscience.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR416
The EU in the World

This information is for the 2017/18 session.
Teacher responsible: Prof Karen Smith CLM.4.09
Availability: This course is compulsory on the MSc in EU Politics and MSc in EU Politics (LSE and Sciences Po). This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.
All students, except those registered on the MSc in EU Politics are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Pre-requisites: Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics over the last one hundred years.

Course content: The development of the external activities of the European Communities since 1957, including the development of European Political Cooperation and the Common Foreign and Security Policy. The relationship between the member states and these external activities, in particular the impact of the evolution of EU institutions and policies on national foreign policies. The external relations of the European Community, including external trade and development policy. Relations between the EU and non-EU states and regions. Watch a short introductory video on this course: www.lse.ac.uk/internationalRelations/video/IR416-EUW-video.aspx
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 8 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Three 2,000-word essays during the course, to be marked by seminar leaders. These do not count towards the final mark.
Indicative reading: Charlotte Bretherton and John Volger, The European Union as a Global Actor, 2nd ed., Routledge, 2006; Christopher Hill and Michael Smith (eds), International Relations and the European Union, 2nd ed., OUP, 2011; Christopher Hill and Karen E Smith (eds), European Foreign Policy: Key Documents, Routledge, 2000; Stephan Keukeleire and Jennifer MacNaughtan, The Foreign Policy of the European Union, 2nd ed., Palgrave Macmillan, 2013; Simon Nuttall, European Foreign Policy, OUP, 2000; Karen E Smith, European Foreign Policy in a Changing World, 3rd ed., Polity Press, 2014; Michael E Smith, Europe's Foreign and Security Policy: The Institutionalization of Cooperation, CUP, 2004; Reuben Wong and Christopher Hill (eds), National and European Foreign Policies; Towards Europeanization, Routledge, 2011.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR418 Not available in 2017/18
International Politics: Asia & the Pacific

This information is for the 2017/18 session.
Teacher responsible: Prof Christopher Hughes ALD 1.15
Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Development Studies, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The international political experience of major powers and post-colonial states in a region beset by recurrent conflict and external intervention during the Cold War and subject to a novel multilateralism in its wake.
The inter-linkages between the global, regional and local; the interests and role of the US; foreign and security policies of the major regional powers in relation to East Asia-Pacific; the impact of the legacy of colonialism and external intervention; the sources of bilateral and intra-regional conflict; the problem of regional order with reference to East and South-East Asia; the emergence and development of regional institutions.
Teaching: 10 hours of lectures and 14 hours of seminars in the MT. 8 hours of lectures and 10 hours of seminars in the LT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to write three 2,000-word essays by dates stipulated by the teachers responsible.
Indicative reading: (A full reading guide will be made available to interested students).
Michael Yahuda, The International Politics of the Asia-Pacific, 1945-1995 (Routledge Curzon, 3rd edn, 2011); Muthiah Alagappa (Ed), Asian Security Practice (Stanford University Press, 1998); Alagappa (Ed), Asian Security Order (Stanford University Press 2003); G John Ikenberry & Michael Mastanduno (Eds), International Relations Theory and the Asia-Pacific (Columbia University Press, 2003); Alastair Iain Johnston & Robert Ross (Eds), Engaging China (Routledge, 1999); Glen Hook et al, Japan's International Relation (Routledge, 3rd ed.2011); Christopher Hughes, Chinese Nationalism in the Global Era (London, Routledge, 2006); Amitav Acharya, Constructing a Regional Security Community in Southeast Asia (Routledge 2nd ed.2009); Amitav Acharya, The Making of Southeast Asia (Cornell University Press, 2013); Jürgen Haacke, ASEAN's Diplomatic and Security Culture (Routledge Curzon, 2003). Mark Beeson (Ed), Contemporary Southeast Asia (Palgrave, 2nd ed.2008); Gilbert Rozman, Northeast Asia's Stunted Regionalism (Cambridge University Press, 2004); Christopher Dent, East Asian Regionalism (Routledge, 2nd ed., 2016); Rex Li, A Rising China and Security in East Asia: Identity Construction and Security Discourse (Routledge, 2009); Mark Beeson, Regionalism and Globalization in East Asia: Politics, Security, and Economic Development, 2nd ed. (Palgrave Macmillan, 2014).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR419
International Relations of the Middle East

This information is for the 2017/18 session.
Teacher responsible: Prof Fawaz Gerges CLM.4.06
Availability: This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is intended primarily for students on programmes run by the Department of International Relations (IR). Students on the MSc in Comparative Politics and MSc in Global Politics may take the course, but this is subject to students demonstrating that they have a grasp of International Relations theory, or have made efforts to cover this ground before starting the course.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed; students external to the IR department must clearly outline the extent to which they are familiar with IR theory/ efforts they will make to familiarise themselves with this area before the course begins.
Pre-requisites: A knowledge of the international political system, of the major issues in its contemporary development, and at least a basic understanding of core International Relations theory, is required. Background in IR and/or political science and/or history is a prerequisite.
Course content: The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and great power/super power/hyperpower politics.
Topics covered include: The emergence of the states system in the Middle East during the inter-war period; The interplay of domestic politics, regional conflicts and international rivalries; The Cold War and post-Cold War significance of the Middle East in global politics; The importance of oil and other economic factors and interests; Conflict in the Gulf and the Arab-Israeli conflict; The foreign policies of major Middle Eastern states and the Lebanese civil war; The role of ideologies and social movements: Arab nationalism, militarism, political Islam and global jihadism; State and non-state actors; Democracy and human rights issues, and the Arab uprisings; International relations theory and its significance for the study of Middle East politics.

Teaching: 10 hours of lectures and 12 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Seminar attendees will be expected to submit three 2,500-word essays, based on past examination papers, to be marked by their seminar teacher, and to give presentations in both the MT and LT. Students will be also expected to attend the regular public lectures held at the Middle East Centre.
Indicative reading: Students are strongly advised to read before the beginning of the course: F. Halliday, The Middle East in International Relations: Power, Politics and Ideology; Louise Fawcett, International relations of the Middle East, M.E Yapp, Fawaz A. Gerges (Ed.), The New Middle East: Protest and Revolution in the Arab World, Fawaz A. Gerges, The Superpowers and the Middle East: Regional and International Politics, The Near East Since the First World War; Z. Lockman, Contending Visions of the Middle East: The History and Politics of Orientalism; and C. Brown and K. Ainley, Understanding International Relations
In addition they are recommended to consult:; R Hinnebusch & A Ehteshami (Eds), The Foreign Policies of Middle East States; B Korany & A Dessouki (Eds), The Foreign Policies of Arab States.
A detailed reading list will be available on Moodle once course admissions have been confirmed.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
There is one three-hour examination in the ST.

IR431 Half Unit Not available in 2017/18
European Union Policy Making in a Global-Context

This information is for the 2017/18 session.
Teacher responsible: Dr Uli Sedelmeier CLM.5.06
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Social Policy (European and Comparative Social Policy) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE4You. Admission is not guaranteed.
Course content: The course places the development of EU policy-making in its international context. It examines the impact of the external environment on the evolution of common policies and the external impact of EU policies. Topics covered include: the single market; social policy; finance and Economic and Monetary Union; trade policy; foreign and security policy; environmental policy; police cooperation and counter-terrorism; immigration and asylum policy; enlargement and neighbourhood policy.
Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalrelations/video/IR431-EUPM-video.aspx
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.
Formative coursework: Seminar presentations are allocated at the first meeting of the seminar. Two 2,000-word essays are set and marked by the seminar teacher.
Indicative reading: Charlotte Bretherton and John Volger (2006), The European Union as a Global Actor, 2nd ed. (Routledge, 2006); Gerda Falkner and Patrick Mueller (eds) (2014) EU Policies in a Global Perspective (Routledge); Jan Orbie (ed.) 2008) Europe's Global Role. External Policies of the European Union (Ashgate); John Vogler, Richard G. Whitman and Charlotte Bretherton (forthcoming, February 2015) The External Policies of the European Union (Palgrave); Helen Wallace, Mark Pollack and Alasdair Young (eds.) (forthcoming 2014) Policy-Making in the European Union. 7th ed (Oxford University Press,).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR433 Half Unit
The International Politics of EU Enlargement

This information is for the 2017/18 session.
Teacher responsible: Prof Karen Smith CLM.4.09
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE4You. Admission is not guaranteed.
Course content: This course examines EU enlargement from the point of view of International Relations. The principal aim is to understand the interplay between enlargement, EU (foreign) policy and wider geopolitics. With this in mind enlargement is considered both as an act of European foreign policy and as a phenomenon impacting on the (foreign) policies of other states and actors. The course begins with a discussion of the theoretical issues of the international dimension of EU enlargement, including: size; diversity; pace of change; reach; external reactions; and the widening v. deepening dilemma within the EU. It moves on to a broadly chronological discussion of the various phases of enlargement from 1973 to the present, examining the inputs from key Member States as well as from the EU institutions, and analysing the extent to which strategic policy-making characterised each round. In the last part of the course the attention switches to more thematic concerns: the role of the self-excluded states (Norway, Switzerland, Iceland); security, NATO and the post-Cold War European order; the geopolitical issue of Europe's final border; and the view from outsiders, such as the United States, Russia, Turkey and Morocco. Watch a short introductory video on this course: www.lse.ac.uk/internationalRelations/video/IR433-EUE-video.aspx
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two 2,000-word essays.
Indicative reading: Marise Cremona, ed, The Enlargement of the European Union (Oxford University Press, 2003); Heather Grabbe, The EU's Transformative Power: Europeanization Through Conditionality in Central and Eastern Europe (Palgrave, 2006); IDEAS, Special Report, The Crisis of EU Enlargement, 2014; Neill Nugent, ed., European Union Enlargement (Palgrave, 2004); Frank Schimmelfennig and Ulrich Sedelmeier, eds., The Politics of European Union Enlargement: Theoretical Approaches (Routledge, 2005); Christina J. Schneider, Conflict, Negotiation and European Union Enlargement (Cambridge University Press, 2009); Helene Sjursen, ed., Questioning EU Enlargement: Europe in Search of Identity (Routledge, 2006); Karen E. Smith, The Making of EU Foreign Policy: The Case of Eastern Europe, 2nd edition (Palgrave, 2004)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR434 Half Unit
European Defence and Security

This information is for the 2017/18 session.
Teacher responsible: Dr Spyridon Economides COW 2.07
Availability: This course is available on the MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE4You. Admission is not guaranteed.
Course content: This course examines the role of defence and security issues in European integration. It traces the evolution and nature of decision-making with respect to European defence initiatives, and examines the structures and institutions of EU defence and security. It also seeks to understand the relationship between foreign policy and security/defence policy in the EU especially in the context of transatlantic relations, and NATO, and the EU's wider international role. The course is divided into two parts. Part one provides a theoretical overview of the role of defence and security issues in European integration. It addresses the question of defence and European identity, the relationship between European defence and the national objectives of Member-States, the link between collective defence and collective security as well as the role of defence in the EU's evolution as a civilian, normative and global actor in international relations. It also looks at the historical evolution of the plans, structures and institutions of European defence and security. It places this evolution in the context of the early post-Second World War era, the Cold War and German rearmament and the issues of extended deterrence, burden-sharing within NATO and the emergence of a European pillar to Western defence. Part two examines the more contemporary developments in European defence and security and concentrates on the relationship with European Political Cooperation/Common Foreign and Security Policy, moves to institutionalise defence and provisions for crisis management and conflict prevention. Included in the second part are examinations of the EU's 'comprehensive approach', and recent CSDP missions and the implications of this on the EU's role in the world.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the ST. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two 2,000-word essays.
Indicative reading: Anne Deighton (Ed), Western European Union: Defence Security Integration; Andrew Cottey, Security in the New Europe; Jolyon Howorth, Security and Defence Policy in the European Union; Simon Duke, The Elusive Quest for European Security; From EDC to CFSP; Paul Gebhard, The United States and European Security; Heather Grabbe, The Sharp Edges of Europe; Francois Heisbourg et al, European Defence: Making it Work; Sean Kay, Nato and the Future of European Security; G Rees Wyn, The Western European Union at the Crossroads; Stanley Sloan, The United States and European Defence; Panos Tsakaloyannis, The European Union as a Security Community (1996).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR436
Theories of International Relations

This information is for the 2017/18 session.
Teacher responsible: Dr Katharine Millar - CLM 4.10
Availability: This course is compulsory on the MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option.
It may not be combined with IR410 International Politics.
Course content: This course examines the ways that different theories conceive, analyse and explain the character of international relations. The purpose of the course is to provide a thorough interrogation of these theories, exploring debates both within and between them. Theoretical approaches to be considered include: classical and neo-realism; liberal institutionalism and neo-liberalism; Marxism; constructivism; English School theory; critical theory; post-structuralism; and feminism. The course also interrogates issues relating to the philosophy of science and philosophy of history.
Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalrelations/video/IR436-IRT-video.aspx
Teaching: 10 hours of lectures and 20 hours of seminars in the MT. 10 hours of lectures and 20 hours of seminars in the LT. 1 hour of lectures and 2 hours of seminars in the ST.
In line with IR departmental policy, students on this course will have a reading week in Week 6 of both MT and LT.
Formative coursework: Students are required to submit formative coursework and to deliver at least one formal seminar presentation. All students are expected to prepare for and participate in seminar discussions.
Indicative reading: Chris Brown and Kirsten Ainley (2010) Understanding International Relations, 4th Ed. (Palgrave Macmillan); Patrick Jackson (2010), The Conduct of Inquiry in International Relations, (London: Routledge); Christian Reus-Smit and Duncan Snidal (eds, 2010), The Oxford Handbook of International Relations, (Oxford: Oxford University Press); Scott Burchill et al (eds, 2009), Theories of International Relations, 4th ed. (London: Palgrave).
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 4000 words) in the ST.

IR439 Half Unit Not available in 2017/18
Diplomacy

This information is for the 2017/18 session.
Teacher responsible: TBC
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is not available in 2017-18.
Course content: The aims of the course are to provide intellectual challenge to academically able students by engaging with difficult and demanding material concerning diplomacy; to provide a basis for the further study of diplomacy, or to provide to students from other academic disciplines with sufficient knowledge of International Relations to enable them to conceptualise the study of diplomacy from the point of view of their own disciplines; to provide a historical and sociological background for eventual careers in diplomatic services or international organizations; and to provide a framework to assist concerned citizens to think about issues which will be of increasing importance in the 21st century. The objectives of the course are to promote a critical engagement with a wide range of literature, and to display this engagement via the development of a succinct writing style and the ability to present complex arguments orally.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Two 2,000-word essays, one of which will form the basis of a presentation, and one simulated speech-writing session.
Indicative reading: Anderson, M[atthew] S[mith] (1993) The Rise of Modern Diplomacy 1450-1919. London: Longman. Berridge,

Geoffrey R. (1995) Diplomacy. Theory and Practice. London: Prentice Hall. Hamilton, Keith, and Richard Langhorne (1995) The Practice of Diplomacy: Its Evolution, Theory and Administration. London: Routledge. Jönsson, Christer and Martin Hall (2005) Essence of Diplomacy. London: Palgrave. Kissinger, Henry (2004) Diplomacy New York, NY: Simon & Schuster (idiosyncratically, this book is on statesman/statewomanship rather than on diplomacy). Kissinger, Henry (1957) A World Restored. Metternich, Castlereagh and the Problem of Peace, 1815-22 Boston: Houghton Mifflin. Nicolson, Harold ([1939] 1963) Diplomacy, third ed., London: Oxford University Press (probably the most influential book on diplomacy ever written). Satow, Sir Ernest (first ed. 1917) Satow's Guide to Diplomatic Practice edited by Lord Gore-Booth. London: Longman (a handbook for the working diplomat; any of the seven editions will do). Watson, Adam ([1982] 1984) Diplomacy: The Dialogue between States. London: Methuen (has the added interest of being written by a diplomat-scholar)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR445
China and the World

This information is for the 2017/18 session.
Teacher responsible: Prof William Callahan CLM.5.07
Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Course content: This course will provide students with an historical overview of the development of Chinese foreign and security policy, the theoretical concepts used for analysing the making of Chinese foreign policy, and an up-to-date survey of China's evolving relations around the world. The first five weeks will be dedicated to providing a long historical perspective, and use a number of case studies to show how basic factors used in foreign policy analysis shape policy outcomes, including economic factors, the role of perception, geopolitical influences, bureaucratic politics, nationalism, and socialisation into the international system.
The remainder of the course will involve analysing case studies on China's relations with the United States, Japan and Korea, Southeast Asia, South Asia, Russia and Central Asia, Australasia and the Pacific Islands, the EU, Africa, Latin America, the Middle East.Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalrelations/video/IR445-CFSP-video.aspx
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT.
10 hours of the seminars in the LT will be with guest speakers.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will complete three 2,000 word essays during the course and will make two presentations to the seminar. It is permissible for the presentations to be on the same topics as the essays.
Indicative reading: Alden, Chris. China in Africa, London: Zed, 2007. Christensen, Thomas J. The China Challenge: Shaping the Choices of a Rising Power. New York: W.W. Norton, 2015. Johnston, Alistair Iain. Social States: China in International Institutions, 1980-2000. Princeton, NJ: Princeton University Press, 2008. Liao, Xuanli, Chinese Foreign Policy Think Tanks and China's Policy Towards Japan. Hong Kong: Chinese University Press, 2006. MC DS779.47 L69. Holslag, Jonathan China+India: Prospects for Peace, New York: Columbia University Press, 2010. Shambaugh, David. China Goes Global. New York: Oxford University Press. Yahuda, Michael. Sino-Japanese Relations After the Cold War: Two Tigers Sharing a Mountain. New York: Routledge, 2013. Yahuda, Michael and David Shambaugh. International Relations of Asia. New York: Routledge, 2014.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR447 Half Unit
Political Economy of International Labour Migration

This information is for the 2017/18 session.
Teacher responsible: Dr Barry Maydom
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Development Studies, MSc in International Affairs (LSE and Peking University), MSc in International Migration and Public Policy, MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations, MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: No pre-requisites
Course content: The mobility of workers is one of the pillars of globalization. However and surprisingly, international political economists have paid less attention to the political causes and consequences of international migration in comparison to that paid to other aspects of globalization such as trade or finance. In this course, we shall employ a political economy perspective to study the historical evolution of migration policy, the relationship between trade and migration, and the political causes and consequences of migration flows. I shall place special emphasis on the study of the political consequences of migration for sending (rather than receiving) countries. We shall also pay attention to an important capital flow associated to international migration: remittances. Rather than focusing on the economic/developmental consequences of remittances, we shall discuss how remittances impact political outcomes as diverse as democratization, the survival of dictatorships, political clientelism, corruption, political participation, and political accountability.
Course Outline
Week 1. Overview and Introduction.
Week 2. Labor Flows and Economic Theory.
Week 3. Causes of International Labor Flows: Economics and Politics.
Week 4. International Labor Flows in Historical Perspective.
Week 5. The Making of Migration Policy (I): Interests and Institutions.
Week 6. Reading Week
Week 7.The Making of Migration Policy (II): Immigration, the Economy, and Public Opinion.
Week 8. International Migration and International Cooperation.
Week 9. Economic Consequences of International Migration for Sending Countries: Remittances.
Week 10. Political Consequences of International Labor Migration for Sending Countries (I): Autocracies.
Week 11. Political Consequences of International Labor Migration for Sending Countries (II): New Democracies.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are expected to write one essay (2000 words) to be handed in Week 8
Students are expected to make one class presentation.
Indicative reading: Rosenblum, M and Tichenor, D (eds). 2012. The Oxford Handbook of the Politics of International Migration. New York: Oxford University Press. Hatton, T and J. Williamson. 2005. Global Migration and World Economy. Two Centuries of Policy and Performance. Cambridge, MA: MIT Press. Moses, J.W.

2011. Emigration and Political Development. New York: Cambridge University Press. Kapur, D. 2010. Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. Princeton, NJ: Princeton University Press. Solimano, A. 2010. International Migration in the Age of Crisis and Globalization: New York: Cambridge University Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
The paper contains 8 questions, of which two are to be answered.

IR448 Half Unit
American Grand Strategy

This information is for the 2017/18 session.
Teacher responsible: Prof Peter Trubowitz CLM 4.05
Availability: This course is available on the MSc in International Relations, MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course will explore American foreign policy at the broadest level of analysis - the level known as grand strategy. The course will showcase the main theoretical perspectives that inform the study of US grand strategy and apply them to historical and contemporary cases of American statecraft. In this connection, we will assess the relevance of the US experience for theorizing about power politics and the implications of alternative theories for thinking critically about American behavior. Students will gain an appreciation of the debates and controversies that animate the study of US foreign policy, as well as of the unique challenges posed by making foreign policy in the American political, economic, and cultural context.
Teaching: 10 hours of lectures and 20 hours of seminars in the LT. Students in this class will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will write one short (1,500) words formative essay based on questions from previous exam papers. The essay will be due in Week 7 of the LT. Students will be able to use the essay to explore ideas that they might wish to develop in their assessed essay.
Students will provide a 1-2 page outline of their assessed essay by the end of Week 9 LT. This will be returned with comments and feedback by the end of the LT.
Indicative reading: Colin Dueck, The Obama Doctrine (Oxford 2015). Aaron Friedberg, A Contest for Supremacy (Norton, 2012). Charles Kupchan, No One's World (Oxford 2012). Kevin Narizny, The Political Economy of Grand Strategy (Cornell 2007). Peter Trubowitz, Politics and Strategy (Princeton 2011). Linda Weiss, America Inc.? (Cornell 2014). Fareed Zakaria, From Wealth to Power (Princeton 1998)
Assessment: Essay (100%, 4000 words) in the ST.
Students will write a 4,000 word assessed essay selecting from a list of topics and questions provided by the course coordinator. The essay will be due at the end of Week 1 of the ST.

IR449 Half Unit
Conflict and Peacebuilding

This information is for the 2017/18 session.
Teacher responsible: Dr David Rampton
Availability: This course is available on the MSc in Conflict Studies, MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Theory and History of International Relations and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Pre-requisites: A basic background knowledge of the subject would be an advantage.
Course content: This course is intended for those interested in theoretical and practical approaches to the question of peace, the problems of conflict and violence, and responses to them particularly in the form of liberal peacebuilding and statebuilding. The course is divided into three unequal but interconnected parts. The first part examines ideas and debates about the causes, contexts, dynamics and characterisations of conflict. The second explores and problematises the nature and meanings of peace and peacebuilding. This leads into the third section which is concerned with a critical engagement with the range of international responses to conflict associated with the discourses and practices of liberal peacebuilding and statebuilding. The seminars explore the nexus between theory and practice. Although the course and its readings are mainly theoretical and conceptual rather than empirical, students are encouraged to apply the ideas to actual cases, past and present.
Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalRelations/video/IR422-CPS-video.aspx
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One mandatory 2,000-word essay, marked by the seminar teacher. One two-page outline of assessed essay.
Indicative reading: A detailed reading guide will provided at the first meeting. Useful survey texts are: Oliver Ramsbotham, Hugh Miall and Tom Woodhouse, Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts, 3rd ed (Polity, 2011); Chester Crocker, Fen Osler Hampson and Pamela Aall (eds), Leashing the Dogs of War (USIP, 2007); David Keen, Complex Emergencies (Polity, 2007); Karen Ballantine and Jake Sherman (eds), The Political Economy of Armed Conflict: Beyond Greed and Grievance (Lynne Rienner, 2004); Oliver Richmond, The Transformation of Peace (Palgrave, 2006); Chester Crocker, Fen Osler Hampson and Pamela Aall (eds), Herding Cats: Multiparty Mediation in a Complex World (USIP, 1999); Peter Wallensteen, Understanding Conflict Resolution, 2nd ed (London: Sage, 2007); David Chandler, International Statebuilding: The Rise of Post-Liberal Governance (Routledge 2010); Roland Paris, At War's End: Building Peace after Civil Conflict (Cambridge University Press 2004); Mark Duffield, Development, Security and Unending War (Polity Press 2007).
Assessment: Essay (100%, 5000 words) in the ST.

IR452 Half Unit Not available in 2017/18
Empire and Conflict in World Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Tarak Barkawi CLM 4.07
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Many places and peoples in modern world politics have been shaped by relations and histories of imperialism. Across the social sciences and humanities, as in International Relations, there has been an explosion of interest in empire in recent decades. This course explores the violent dimensions of the imperial past and present. It covers histories and social

relations of armed conflict in imperial context from "small war" to "counterinsurgency" and the War on Terror; it looks at the ways in which warfare shapes (and is shaped by) the societies, cultures and polities that populate world politics; and it considers some of the intellectual traditions that have arisen out of the experience of, and inquiry into, colonial violence, from the thought of resistance leaders to subaltern and postcolonial studies. The premise of the course is that warfare and violence have been generative forces in shaping world politics, well beyond the times and places of specific battles and killings.
This course aims to familiarise students with scholarship on empire and conflict in International Relations and related disciplines. This involves, first, understanding the limitations of the sovereign nation-state as the basic unit of world politics. For most people in most times and places, international relations have taken imperial form of one kind or another. What would it mean to take empire seriously in international thought and inquiry? The course approaches this question by looking at the relations between empire and globalization in historical and theoretical context. Second, although much scholarship on empire concerns economy and culture, the history of empire is a history of continual warfare and armed resistance. Such "small wars" have shaped society and politics in both the core and periphery of the international system, and often continue to do so long after the guns fall silent (as for example in the case of the US and the Vietnam War). The course will cover the histories, strategies and theories associated with such wars and their effects. Third and finally, the course will explore the intersection between empire and knowledge in political theory and social inquiry. Not only did anti-colonial resistance produce its own theorists, such as Frantz Fanon and Mao Zedong, but in recent decades empire has been the site of new turns in social and political theory and inquiry, as for example in subaltern studies and postcolonialism. The course will introduce students to this work and it applications to understanding world politics.
Lectures
1) Introduction: Empire and International Relations
2) Empire/History/Globalization
3) Empire, the Regions, and World Politics
4) Politics/Strategy/War
5) War and Society in Global Perspective
6) Orientalism and 'Small war'
7) Revolutionary Guerrilla War
8) Counterinsurgency
9) Conflict and Development
10) The War on Terror in North/South Perspective
MSc Seminars
The seminars will develop students' abilities to read, digest, and critique monograph length texts. Each will be based upon a single book. Students will be expected to read the assigned book in its entirety before each seminar. Every student will be expected to come to seminar prepared to participate. There will be no individual seminar presentations. Every student is expected to speak in every seminar. Students should be prepared to comment on the main argument of each book; to place each text in a wider intellectual context, concerning for example the debates and audiences the book is speaking to; and to offer a critical assessment of the book's contributions.
There will be some variation in the texts assigned to MSc students each year.
Teaching: 10 hours of lectures and 18 hours of seminars in the MT.
Additionally, there will be weekly film viewings starting in Week 2.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 2 essays in the MT.
Indicative reading: Michel Foucault, Society Must Be Defended (London: Penguin Books, 2004). Tzvetan Todorov, The Conquest of America: The Question of the Other (Norman: University of Oklahoma Press, 1999 [1984]). Peter Linebaugh and Marcus Rediker, The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic (London: Verso, 2000). Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India (Durham and London: Duke University Press, 1999). Edward Said, Culture and Imperialism (New York: Vintage, 1994 [1993]). Frantz Fanon, The Wretched of the Earth (Harmondsworth: Penguin Books, 1967 [1961]). Neil Sheehan, A Bright Shining Lie: John Paul Vann and America in Vietnam (New York: Vintage, 1989). Greg Grandin, Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism (New York: Owl Books, 2007 [2006]). Faisal Devji, The Terrorist in Search of Humanity: Militant Islam and Global Politics (London: Hurst, 2008).
Assessment: Essay (100%, 5000 words) in the LT.

IR453 Half Unit
Global Business in International Relations

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Falkner CLM5.05
Availability: This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course examines the role of global business as an actor in international relations. It reviews the political and economic theories that seek to explain the rise of global business, paying attention in particular to International Relations and International Political Economy theories (realism, liberalism, Marxism), but also covering the main economic explanations of MNCs. Thereafter, the course examines the interaction between global business and states in international relations. This involves the study of corporate power and how to conceptualise it in IPE, the study of state-firm bargaining over investment decisions, and the regulation of global business by states and international governance institutions. The final part of the course considers the role that global business plays in selected global policy areas: economic development, environmental protection and human rights.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.
10 lectures and 10 seminars on the following topics:
1. Introduction: global business in international relations
2. Globalisation and the rise of MNCs
3. Theories of the global firm
4. The power of global business
5. International rules for MNCs I: trade and investment
6. International rules for MNCs II: taxation and financial flows
7. Private governance and business self-regulation
8. MNCs and environmental protection
9. MNCs and economic development
10. MNCs and human rights
Formative coursework: Students will be expected to produce 2 essays in the LT.
Indicative reading: Büthe, T. (2010). "Global Private Politics: A Research Agenda." Business and Politics 12(3). Dashwood, H. S. (2012). The Rise of Global Corporate Social Responsibility: Mining and the Spread of Global Norms. Cambridge, Cambridge University Press. Falkner, R. (2008). Business Power and Conflict in International Environmental Politics. Basingstoke, Palgrave Macmillan. Frynas, J. G. and S. Pegg, Eds. (2003). Transnational Corporations and Human Rights. London, Palgrave. Hughes, O. E. and D. O'Neill (2008). Business, Government and Globalization. Basingstoke, Parlgrave Macmillan. Levy, D. L. and P. J. Newell, Eds. (2005). The Business of Global Environmental Governance. Cambridge, MA, MIT Press. Manger, M. (2009). Investing in Protection. Cambridge, Cambridge University Presss. May, C., Ed. (2006). Global Corporate Power. Boulder, Lynne Rienner. Mikler, J., Ed. (2013). The Handbook of Global Companies. Wiley-Blackwell. Woll, C. (2008). Firm Interests: How Governments Shape Business Lobbying on Global Trade. Ithaca, Cornell University Press.

Assessment: Exam (100%, duration: 2 hours) in the main exam period.
A 2-hour final examination. Students will be asked to answer 2 out of 8 questions.

IR454 Half Unit
Governing International Political Economy: Lessons from the Past for the Future

This information is for the 2017/18 session.
Teacher responsible: Dr James Morrison 95 ALD 1.14
Availability: This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research) and MSc in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: History has always been central to the study and practice of international political economy. The most influential scholars and practitioners of international political economy have repeatedly turned to history both to explain, and to offer a fresh perspective on, the great challenges of their day. This course is designed to help students cultivate that invaluable skill and habit of mind.
Proceeding from the seventeenth century to the present, it examines:
- seminal theorists' particular treatments of international political economy
- the ongoing, timeless debate between these theorists
- the major shifts in the global economic order
- the interaction between theories and policy in each shift

The course begins with mercantilism and the 'age of empires.' It then explores the great critics of mercantilism—Adam Smith and David Hume—and the relationship between their critique and the revolutions in IPE that followed. It goes on to analyse the rise of so-called 'English' political economy and the 'First Era of Globalisation' in the 19th Century.
The course then pivots to consider two major challenges to this hegemony of thought and practice. First, it traces the development of socialism from an internal critique through the writings of Marx & Engels to an instantiated alternative system in the early Soviet Union. Second, it considers the German Historical School's return to mercantilism and the ascent of the American Empire onto the global stage. The clash of empires then leads to the cataclysm of the First World War.
In the interwar period, the course analyses the failed attempts to restore the global order. It analyses the radical challenge posed by fascist political economy. It also considers the variety of responses issued by different types of liberals. The course then transitions into a discussion of the several postwar orders, from Keynes's neoliberal institutionalism to Gandhi's rejection of Eurocentric political economy.
Last, the course turns to the modern era. It analyses the trajectories of the postwar global trade and financial systems. It then turns to contemporary issues, such as the post-Cold War order, the 2008 Global Financial Crisis, and the rise of emerging markets.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay and 2 presentations in the MT.
Indicative reading: Thomas Munn. England's Treasure by Forraign Trade. Adam Smith. An Inquiry into the Nature and Causes of the Wealth of Nations. Karl Marx. Communist Manifesto. JM Keynes. General Theory of Employment, Interest, & Money. Gandhi, Mohandas K. Hind Swaraj or Indian Home Rule.
Assessment: Essay (100%, 2000 words) in the LT.

IR455 Half Unit
Economic Diplomacy

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Woolcock CLM 6.13
The course is coordinated by an LSE academic but is supported by an experienced practitioner of economic diplomacy Sir Nicholas Bayne, former UK foreign service and ambassador and Kenneth Heydon (formerly Deputy Director at the OECD in Paris). Other full time staff currently teaching the course include Dr James Morrison.
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations Theory and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students will be required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for you. Admission to the course is not guaranteed. The course is primarily for students on the IPE Masters and LSE-Sciences-po Double Degree masters.
Course content: The course introduces students to the theories and analytical frameworks relating to decision- making and negotiation in international economic relations and to apply these to cases. It includes coverage of the respective roles of the main actors, institutional settings and processes involved in domestic decision-making and international negotiation, and their interaction with each other.
The course provides students with both academic and practitioner perspectives of economic diplomacy through the integration of practitioner analysis of case studies into the course.
There is also an opportunity to understand the challenges faced by negotiators through the simulation of a current multilateral negotiation.
The course is concerned with the process of international economic negotiations. This focus distinguishes it from other optional courses that cover more on the substance of trade, finance, money, environment, etc. No prior knowledge of economics is required to take this course. The course is concerned with decision-making and negotiation.
Teaching: 9 hours of lectures, 13 hours and 30 minutes of seminars and 3 hours of workshops in the MT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Bayne, Nicholas and Woolcock, S. The new economic diplomacy: decision-making and negotiation in international economic relations, Third edition, Ashgate, Stephen 2013. Odell, John Negotiating the world economy 2000. van Bergeijk Economic Diplomacy: The Issues . 2011. Okano-Heijmans, Maaike Conceptualizing Economic Diplomacy: The Crossroads of International Relations, Economics, IPE and Diplomatic Studies 2011. Woolcock, Stephen European Union Economic Diplomacy: the role of the EU in international economic relations, Ashgate 2013.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the MT.

IR461
Islam in World Politics

This information is for the 2017/18 session.
Teacher responsible: Prof John Sidel CON 4.02
Availability: This course is available on the MSc in African Development, MSc in Conflict Studies, MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection LSE for You. Admission is not guaranteed.
Course content: The course focuses on the role of Islam in world politics, posing two inter-related questions: First, how can we explain the varying nature and strength of Islam as a discursive and mobilisational force in international relations? Second, how should we understand the impact of changes in international relations on the institutions, authority structures, and identities associated with Islam? In this course, the approach to these questions is comparative. The course begins with an examination of the distinctive transnational structures of Islam as compared with another major world religion: Christianity. The emergence and trajectory of Islam as a force in international relations since the late 19th century are examined across successive periods in world history. The course covers the rise of transnational Islamist networks from the late Ottoman era through the tumultuous years of mass mobilisation in the interwar era, demobilisation with the formation of new nation-states in the early Cold War era, and the revival of Islam in world politics by the 1970s with the Iranian Revolution and developments elsewhere in the Muslim world. But most of the course covers the contemporary post-Cold War era, examining the varying role of Islam in diverse regional settings - Asia, Africa, the Middle East, and Europe - and in the contexts of globalization and democratization, mass migration, separatist struggles and regional conflicts. Close attention is paid to the role of Saudi Arabia and Iran in the global politics of Islam, to Sunni-Shi'i conflicts, and to the question of Israel and Palestine. The course also focuses important cases like Al Qa'ida and the Taliban in Afghanistan and Pakistan, as well as Chechnya, Iraq, and Somalia, as well as important trends in Western Europe, including the UK.
Teaching: 10 hours of lectures and 12 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures and 1 hour and 30 minutes of seminars in the ST. Professor Sidel will be solely responsible for the lectures and the seminars. Students will be divided into seminar discussion groups at the beginning of the course. During reading week Week 6 there will be no formal teaching, but film viewings instead.
Formative coursework: Students are expected to submit two essays of 2,000-3,000 words in length - one in Michaelmas term; one early in Lent term. These essays will help students develop their knowledge of specific topics of particular interest to them and to receive feedback and guidance from Professor Sidel. Students will also produce a 2-3 page outline of their assessed essay in Week 7 of the Lent Term. The outline should include a research question, an overview of the argument, a draft structure and an indicative reading list. Advice and approval will be provided within two weeks of submission of essay outlines.
Indicative reading: Asef Bayat, Making Islam Democratic: Social Movements and the Post-Islamist Turn (Stanford: Stanford University Press, 2007); Faisal Devji, Landscapes of the Jihad: Militancy, Morality, Modernity (Ithaca: Cornell University Press, 2005); Dale F. Eickelman and James Piscatori, Muslim Politics (Princeton: Princeton University Press, 1996); Vali Nasr, Forces of Fortune: The Rise of the Muslim Middle Class and What it Will Mean for Our World (New York: Free Press, 2009); Vali Nasr, The Shia Revival: How Conflicts within Islam Will Shape the Future (New York: W.W. Norton & Company, 2006); Madawi Al-Rasheed (ed.), Kingdom Without Borders: Saudi Political, Religious and Media Frontiers (London: C. Hurst, 2008); Olivier Roy, Globalised Islam: The Search for a New Ummah (London: Hurst, 2004); Reinhard Schulze, A Modern History of the Islamic World (London: I.B. Tauris, 1998); Akbar Ahmed, The Thistle and the Drone: How America's War on Terror Became a Global War on Tribal Islam (Washington, DC: Brookings Institution Press, 2013).
Assessment: Essay (100%, 5000 words) in the ST.
Assessed essay of 5,000 words (100%) due on the Monday of Week 2 of the Summer Term. The essay topic must be approved by the course convener and focus on observable patterns and/or processes of mobilisation in the name of Islam in world politics.

IR462 Half Unit
Introduction to International Political Theory

This information is for the 2017/18 session.
Teacher responsible: Dr Kirsten Ainley CLM 7.07
Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Global Politics, MSc in Human Rights, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Political Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Course content: The background to International Political Theory; the moral standing of the state; international human rights; critiques of human rights and universal values; the ethics of war and violence; international humanitarianism; international law and international politics; global social justice. Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalRelations/video/IR462-IPT-video.aspx
Teaching: 18 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: 1 x 800 word book report 1 x 2,000 word essay
Indicative reading: Appiah, K.A. Cosmopolitanism: Ethics in a World of Strangers (Allen Lane, 2006); Benhabib, S. Another Cosmopolitanism (Oxford, 2006); Brown C. International Society, Global Polity (Sage, 2015); Crawford, N. Argument and Change in World Politics (Cambridge, 2002); Erskine, T. Embedded Cosmopolitanism (Oxford, 2008); Griffin, J. On Human Rights (Oxford, 2009); Hutchings, K. Global Ethics: an Introduction (Polity, 2010); May, L. Crimes Against Humanity: A Normative Account (Cambridge, 2005); Orford, A. International Authority and the Responsibility to Protect (Cambridge, 2011); Walzer M. Just and Unjust Wars (Basic Books, 2006).
Assessment: Essay (100%, 4000 words) in January.
Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.
Students will produce one 2,000 word formative essay due in week 6 of the Michaelmas Term. The essay question is to be selected from past exam papers. The purpose of the essay is to provide experience of summarising succinctly and engaging with complex empirical and theoretical material, develop research and writing skills necessary for the assessed essay, and to assist in the development of ideas and arguments for the assessed essay. Independent study, based on the readings indicated on the reading list, is required.
Students will also produce a 1.5-2 page outline of their summative essay in week 9. The outline will include the essay question/title, an overview of the argument, a draft of the structure, and an indicative reading list. Feedback will be given to students by the end of week 11.

IR464 Half Unit
The Politics of International Law

This information is for the 2017/18 session.
Teacher responsible: Dr Kirsten Ainley
Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Global Politics, MSc in Human Rights, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Political Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.
Course content: An introduction to the politics of the creation and implementation of international law, intended for non-lawyers. The course focuses on the areas of international law most relevant to International Political Theory: human rights, the use of force and international crime, and examines the increasing legalization of international politics, the tensions between international politics and international law, alternatives to international law and international law post 9/11.
Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalRelations/video/IR464-PIL-video.aspx
Teaching: 20 hours of seminars in the LT. 4 hours of seminars in the ST.
There are no lectures on the course, but there are a number of voluntary workshops as well as a voluntary class trip to international courts in The Hague. Students on this course will have a reading week in Week 6, in line with departmental policy
Formative coursework: A 2000-2500 word essay.
Indicative reading: Alter, K. The New Terrain of International Law (Princeton, 2014); Armstrong, D. International Law & International Relations (Cambridge, 2007); Bass, G Stay the Hand of Vengeance: The Politics of War Crimes Tribunals (Princeton UP, 2000); Charlesworth, H. & Chinkin, C. The Boundaries of International Law (Manchester UP, 2000); Koskenniemi, M. The Politics of International Law (Hart, 2011); Maogoto, J. War Crimes and Realpolitik: International Justice from World War I to the 21st Century (Lynn Rienner, 2004); McGoldrick, D. From 9-11 to the Iraq War 2003: International Law in an Age of Complexity (Hart Publishing, 2004); Orford, A. Reading Humaitarian Intervention (Cambridge, 2003); Reus-Smit, C. ed. The Politics of International Law (Cambridge, 2004); Simpson, G. Law, War & Crime (Polity, 2007).
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 4000 words) in the ST.

IR465
The International Politics of Culture and Religion

This information is for the 2017/18 session.
Teacher responsible: Dr Katerina Dalacoura CLM. 4.11
Availability: This course is available on the MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Human Rights, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Pre-requisites: Background in International Relations or a related discipline.
Course content: Approaches to understanding the role of culture and religion in the discipline of IR. Culture and religion in IR theory; their influence on the practice of international relations. Case study: Islam.
The course will be divided into two parts. In the first part, the contribution of a number of international relations theories to our understanding of culture and religion will be explored. The focus here will be on the English School and constructivism; critical theory, post-modernism and post-colonialism; cosmopolitanism, liberalism and communitarianism. The second part of the course will examine the role that cultural and religious issues play in the practice of international relations and in particular their influence on international norms, gender, foreign policy, conflict, negotiation and war.
Teaching: 18 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to write three 2,000 word essays by dates stipulated by their seminar leader.
Indicative reading: A detailed reading list will be available online and in printed form well before the first lecture/seminar. Useful surveys and introductions are: J. Snyder (ed.) Religion and International Relations, Columbia University Press, 2011; Bruce Lawrence, Defenders of God: The Fundamentalist Revolt against the Modern Age, I. B. Tauris, 1990; Fabio Patito and Pavlos Hatzopoulos (eds), Religion in International Relations: The Return from Exile, Palgrave Macmillan 2003; Yosef Lapid and Friedrich Kratochwil (eds), The Return of Culture and Identity in IR Theory, Lynne Rienner, 1997; K. R. Dark (ed.), Religion and International Relations, Macmillan, 2000; Dominique Jacquin-Berdal, Andrew Oros and Marco Verweij (eds), Culture in World Politics, St. Martin's Press, 1990.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

IR466 Half Unit
Genocide

This information is for the 2017/18 session.
Teacher responsible: Dr Jens Meierhenrich CLM 6.07
Availability: This course is available on the MSc in Conflict Studies, MSc in Global Politics, MSc in Human Rights, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Theory and History of International Relations and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is available as an outside option.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Course content: This seminar course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, and the former Yugoslavia, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present-and for critically assessing the promise and limits of responding to collective violence.

Teaching: 20 hours of seminars in the MT.
Formative coursework: One x 2,000 word essay.
Indicative reading: Christopher R. Browning, The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939-March 1942, with contributions by Jürgen Matthäus (London: Heinemann, 2004). Virginia Page Fortna, Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War (Princeton: Princeton University Press, 2008). Robert Gellately and Ben Kiernan, eds., The Specter of Genocide: Mass Murder in Historical Perspective (Cambridge: Cambridge University Press, 2003).John Hagan and Wenona Rymond-Richmond, Darfur and the Crime of Genocide (Cambridge: Cambridge University Press, 2008). Stathis N. Kalyvas, The Logic of Violence in Civil War (Cambridge: Cambridge University Press, 2006). Michael Mann, The Dark Side of Democracy: Explaining Ethnic Cleansing (Cambridge: Cambridge University Press, 2005). Jens Meierhenrich, Genocide: A Reader (Oxford: Oxford University Press, 2014). Jens Meierhenrich, Genocide: A Very Short Introduction (Oxford: Oxford University Press, 2016). Anne Orford, International Authority and the Responsibility to Protect (Cambridge: Cambridge University Press, 2011). Filip Reyntjens, The Great African War: Congo and Regional Politics, 1996-2006 (Cambridge: Cambridge University Press, 2009). William A. Schabas, Genocide in International Law: The Crimes of Crimes, Second edition (Cambridge: Cambridge University Press, 2009). Karen E. Smith, Genocide and the Europeans (Cambridge: Cambridge University Press, 2010). Wolfgang Sofsky, The Order of Terror: The Concentration Camp, translated by William Templer (Princeton: Princeton University Press, [1993] 1997). Charles Tilly, The Politics of Collective Violence (Cambridge: Cambridge University Press, 2003). Eric D. Weitz, A Century of Genocide: Utopias of Race and Nation (Princeton: Princeton University Press, 2003).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR467 Half Unit
Global Environmental Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Falkner CLM5.05
Availability: This course is available on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations, MSc in International Relations (Research) and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Course content: An introduction to concepts and issues in the study of international environmental politics, with special emphasis on the political economy of environmental protection. Environmentalism and the greening of international society; ecological perspectives on international political economy; domestic sources of environmental diplomacy; environmental leadership in international negotiations; international environmental regimes and their effectiveness; the role of nonstate actors (business, NGOs, scientists); corporate environmentalism; private environmental governance; trade and environment; international environmental aid; greening foreign direct investment; climate change; ozone layer depletion; biosafety regulation; deforestation.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Topics:
1. Introduction: The rise of global environmentalism in international politics
2. States and foreign environmental policy
3. Nonstate actors (NGOs and business) in global environmental politics
4. International environmental regimes and regime effectiveness
5. International trade and global environmental protection
6. Global finance, aid and sustainable development
7. Multinational corporations and private environmental governance
8. Climate change: international negotiations and multi-level governance
9. Biosafety: scientific uncertainty and the politics of precaution
10. Deforestation: non-regimes and private governance
Formative coursework: Students will be expected to produce 2 essays in the LT.
Indicative reading: Andresen, S., E. L. Boasson and G. Hønneland (2012). International Environmental Agreements: An Introduction. London, Routledge. Biermann, F. and P. Pattberg, Eds. (2012). Global Environmental Governance Reconsidered. Cambridge, Mass., MIT Press. Chasek, P. S. and L. M. Wagner (2012). The Roads from Rio: Lessons Learned from Twenty Years of Multilateral Environmental Negotiations. New York, RFF Press. Clapp, J. and E. Helleiner (2012). "International political economy and the environment: back to the basics?" International Affairs 88(3): 485-501. Clapp, J. and P. Dauvergne (2011). Paths to a Green World: The Political Economy of the Global Environment. Cambridge, MA, MIT Press. Falkner, R. (2008). Business Power and Conflict in International Environmental Politics. Basingstoke, Palgrave Macmillan. Falkner, R., Ed. (2013). The Handbook of Global Climate and Environment Policy. Cheltenham, John Wiley & Sons. Hoffmann, M. J. (2011). Climate Governance at the Crossroads: Experimenting with a Global Response after Kyoto. New York, Oxford University Press. Young, O. R., L. A. King and H. Schroeder, Eds. (2008). Institutions and Environmental Change: Principal Findings, Applications, and Research Frontiers. Cambridge, MA, MIT Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
The final examination lasts 2 hours and students will be asked to answer 2 out of 8 questions.

IR468 Half Unit
The Political Economy of Trade

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Woolcock CLM 6.13
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course begins with a discussion of the ideational factors that have shaped and continue to shape trade policy, before introducing some of the core analytical models that assist understanding of the political economy of trade. The course then proceeds to discuss the nature of trade and investment in the 21st century, including among other things the impact of the growth of global supply chains on the political economy of trade and investment. The domestic and international institutional frameworks within which trade and investment policy are conducted are discussed. The course then considers some of the underlying trends in trade towards the use of preferential and plurilateral rather than multilateral approaches. Finally, after a discussion of the links between trade and development, the course

covers some of the main topics in current negotiations including in particular agriculture and food security, trade in manufactures, services and investment as well as the inter-relationship between trade and sustainable development.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Heydon. K and Woolcock. S (eds) (2012) The Ashgate Research Companion to International Trade Policy, HF 1379 A 82: e-book and hard copies available. Hoekman. B and Kosteki. (2009) The Political Economy of the World Trading System HF 1359 H69 e-book available but reasonably price in paperback so something to purchase. Martin. L (ed) (2014) Oxford Handbook of The Political Economy of International Trade, available as an e-book.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the LT.
Student will submit an assessed essay of 2000 words (30%) on an approved topic in Week 1 of the LT.
The final examination (70%) lasts 2 hours and students will be asked to answer 2 out of 8 questions.

IR469 Half Unit
Politics of Money in the World Economy

This information is for the 2017/18 session.
Teacher responsible: Dr Martin Hearson LCH.2.04
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Course content: This course is designed as a component of the study of a global system in which the management and mismanagement of money and finance are matters of fundamental consequence for international relations. It is intended to be of particular relevance to students specialising in international political economy. This is a course in applied international political economy theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the global system. Students are then introduced to the political foundations of international monetary governance. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of global financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as international financial crises, international financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and analytical context.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
Students intending to take the course should have a strong background in monetary economics.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students are expected to make presentations on topics of their choice and to write one 2,000-word essays, to be marked by the seminar teacher.
Indicative reading: No one book covers the entire syllabus, but the following general works provide a useful introduction: B Eichengreen, Globalizing Capital (2008); A Walter and G Sen, Analyzing the Global Political Economy (2009); R Gilpin, The Political Economy of International Relations (1987), Chapters 4 & 8; S Strange, Mad Money (1998); J Frieden & D Lake, International Political Economy: Perspectives on Global Power and Wealth, section IIIC; T. Porter, Globalization and Finance (2005); D Andrews (ed), International Monetary Power (2006).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
There is a two-hour formal examination in the ST based on the lecture course and work covered in the seminars. The paper contains about 10 questions, of which two are to be answered.

IR470 Half Unit
International Political Economy

This information is for the 2017/18 session.
Teacher responsible: Dr James Morrison
Availability: This course is compulsory on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is not available as an outside option.
Course content: An advanced introduction to concepts and contending contending theoretical, analytical, and methodological approaches in international political economy, and an overview of contemporary issues in international economic relations.
This course is the core course for MSc International Political Economy. It aims to introduce students to various approaches to the study of international political economy (IPE), and to apply theories to important contemporary empirical issues. The first part of the course introduces students to the main theoretical concepts in and analytical approaches to political economy, emphasising the overlap between international and comparative approaches. After surveying the main schools of thought in the subject, it examines more recent theoretical developments, including the comparative and domestic approaches that have become increasingly prominent in the literature. The second part of the course addresses contemporary issues related to multinational corporations, globalisation and developing countries. The third part of the course focuses on methodological approaches to international political economy, exploring research design and qualitative and quantitative methods. Previous background in international relations, international economics, comparative politics and history is helpful but is not a requirement. Students with no previous background in the subject should read Walter and Sen, 'Analyzing the Global Political Economy' (2009), Oatley, 'International Political Economy' and Ravenhill, 'Global Political Economy' by the end of the first term.
Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalRelations/video/IR450-IPE-video.aspx
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures in the ST.
There will be a lecture course on International Political Economy commencing in week one of the MT, with an examination preparation and expectations lecture in week 2 of ST. Students will be assigned to International Political Economy seminar groups which accompany the lecture series; each seminar group will be run by a teacher involved in the MSc IPE programme. A supplementary series of 14 lectures on Introduction to Some Concepts in Economics will also be given as part of the lecture

course, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. This supplementary lecture series is primarily intended for those with little or no background in international economics and is not examinable. Students on this course will have a reading week in week 6, in line with departmental policy.
Formative coursework: One 2,000-word essay will be set and marked by the seminar teacher.
Indicative reading: It is advisable to begin reading before the lectures start, and the following general texts are recommended. A more complete source-list is provided in the course outline. Oatley, 'International Political Economy' (2012); Ravenhill, 'Global Political Economy' (2011); Walter and Sen, 'Analyzing the Global Political Economy' (2009); J Frieden, D Lake and JL Broz (eds), 'International Political Economy' (2009); J Frieden, 'Global Capitalism' (2006); Robert Gilpin, 'Global Political Economy' (2001); Susan Strange (1998), 'States and Markets'.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
Students will be asked to answer three out of ten questions.

IR471 Half Unit
The Situations of the International Criminal Court

This information is for the 2017/18 session.
Teacher responsible: Dr Jens Meierhenrich CLM 609
Availability: This course is available on the MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Theory and History of International Relations and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the online application linked to the course selection on LSE for You. Admission to the course is not guaranteed.
Course content: This taught seminar introduces students to the practices of the International Criminal Court (ICC). Focusing on the ICC's ongoing investigations and prosecutions - its so-called 'Situations' - the courses exemplifies the politics of international law in the context of one of the most embattled international organisations in the international system. On the foundation of 'practice theory', it blends methodological approaches from law, the social sciences and the humanities. By adopting an evolutionary perspective to the ICC, the seminar raises - and answers - pertinent theoretical questions about institutional design and development of in international politics. Empirical cases to be discussed include the settings of the ICC's nine Situations (the DRC, Uganda, the Central African Republic, Sudan, Kenya, Libya, Cote d'Ivoire, and Mali) as well as the territories of the ICC's preliminary examinations (Afghanistan, Columbia, Georgia, Guinea, Iraq, Nigeria, Palestine, and Ukraine). Students will learn to work with both court documents and theoretical texts.
Teaching: 20 hours of lectures in the LT.
In line with departmental policy, students on the course will have a reading week in Week 6.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students will also receive feedback on their seminar participation. Students are required to research and write one essay (2,500 words). In addressing a given essay topic, students must integrate theory and history and bring empirical evidence to bear on the research question they have chosen. Essays must be fully - and carefully - referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays.
Several criteria are applied in the evaluation of student essays, notably: (1) originality of argument. (2) use of literature: has relevant scholarship been digested and put to good use? (3) soundness of analysis: is the inquiry comprehensive and logically consistent? (4) organisation of evidence: have argument and evidence been introduced and presented in a compelling manner? (5) validity of findings: does the argument remain valid when applied empirically? (6) clarity of presentation: are grammar, punctuation and references flawless?
Indicative reading: Jens Meierhenrich (ed) 'The Practices of the International Criminal Court', Law and Contemporary Problems Special Issue (Vol.76, Nos 3 &4: 2014). Sarah M H Nouwen, Complementarity in the Line of Fire: The Catalysing Effect of the International Criminal Court in Uganda and Sudan (Cambridge: CUP, 2013). Benjamin N Schiff, Building the International Criminal Court (Cambridge: CUP, 2008). Carsten Stahn (ed), The Law and Practice of the International Criminal Court (Oxford: OUP, 2015). Patrick S Wegner, The International Criminal Court in Ongoing Intrastate Conflicts: Navigating the Peace-Justice Divide (Cambridge: CUP, 2015). Additional readings: Prosecutor v. Lubanga Dyilo, Judgment pursuant to Article 74 of the Statute, ICC-01/04-01/06 (ICC TC I, March 14, 2012). Prosecutor v. Al Bashir, Warrant of Arrest for Omar Hassan Ahmad Al Bashir, ICC-02/05-01/09-1 (ICC PTC I, March 04, 2009). Prosecutor v. Al Bashir, Decision on the Prosecution's Application for a Warrant of Arrest against Omar Hassan Ahmad Al Bashir, ICC-02/05-01/09-3 (ICC PTC I, March 04, 2009). Prosecutor v. Al Bashir, Judgment on the Appeal of the Prosecutor against the "Decision on the Prosecution's Application for a Warrant of Arrest against Omar Hassan Ahmad Al Bashir," ICC-02/05-01/09-73 (ICC AC, February 03, 2010). Prosecutor v. Al Bashir, Second Decision on the Prosecution's Application for a Warrant of Arrest, ICC-02/05-01/09-94 (ICC PTC I, July 12, 2010). William Schabas, The International Criminal Court: A Commentary on the Rome Statute (Oxford: Oxford University Press, 2010). Robert Dryer et al., An Introduction to International Criminal Law and Procedure, Third edition (Cambridge: Cambridge University Press, 2014). Gerhard Werle and Florian Jessberger, Principles of International Criminal Law, Third edition (Oxford: Oxford University Press, 2014)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

IR472 Half Unit
Advanced Topics in International Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Tomila Lankina CLM 6.07
Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option.
All students are required to obtain permission from the Teacher Responsible by completing the online application linked to the course selection on LSE for You. Admission to the course is not guaranteed.
Course content: This course explores important theoretical and substantive debates in the field of international politics. Topics include theory and method in the study of world politics, structure and change in the international system, international institutions and global governance, and contemporary issues in international politics and diplomacy. The course is designed to encourage critical, independent and constructive thinking about world politics past, present and future.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
In line with departmental policy, students on the course will have a reading week in Week 6.
Formative coursework: Students will be expected to produce 2 essays in the LT.
Indicative reading: Amitav Acharya (ed), Why Govern? Rethinking

Demand and Progress in Global Governance (CUP: 2016). Walter Carlsnaes, Thomas Risse and Beth Simmons (eds), Handbook of International Relations (Sage: 2012). Robert Gilpin, War and Change in World Politics (CUP: 1981). Martha Finnemore, National Interests and International Society (Cornell:1996). John Mearsheimer, The Tragedy of Great Power Politics, rev'd edition (Norton: 2014). Susan Strange, The Retreat of the State: The Diffusion of Power in the World Economy (CUP: 1996)
Assessment: Essay (100%, 5000 words) in the ST.

IR473 Half Unit
China and the Global South

This information is for the 2017/18 session.
Teacher responsible: Prof John Alden CLM 513 and Prof Christopher Hughes 95A 115
Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.
Course content: This course focuses on the substantive role that China plays in the Global South where its preponderance of material power and putative developing country status confers upon it a dominant position in bilateral and regional political economies. China's economic position, coupled to an astute use of finances flowing from its mercantalist policies, has enabled it to become the leading trading partner and a significant investor in the developing world. Moreover, the Global South is increasingly figuring in Beijing's expanding security interests and soft power provisions. Interpretations embedded in prevailing academic discussions like socialisation, threat and peaceful rise take on new meaning when studied through the lens of ties with developing countries. Understanding how dynamics in this relationsip are impacting upon a host of global and contemporary issues (BRICs, multilateralism, peacekeeping, the environment) is crucial to the shape of the 21st century. Students will acquire a deeper appreciation of the concept of agency linked to the varied response of countries and regional organisations in the Global South, from policy elites to local communities, to China's growing structural power, as well as placing Chinese engagement within the context of other 'traditional' and emerging powers. This will offer a deeper analysis of the way in which the dynamics of China's economic and political model impact on its relationship with the Global South.
Teaching: 10 hours of lectures and 20 hours of seminars in the MT.
In line with departmental policy, students on the course will hve a reading week in Week 6.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.
A 1,500 word essay will be due in Week 7 of the term. The essay can be used to develop ideas for the summative essay.
Students will submit a 2 page outline of the assessed essay in Week 10, receiving comments and feedback in Week 11.
Indicative reading: Ariel Ahram, 'Theory and Method of Quaitative Area Studies', Qualitative Research (11:1 2011), pp. 69-90. Chris Alden and Chris R Hughes, 'Harmony, Discord and Learning in China's Foreign Policy, China Quarterly, Special Issue (No.9 December 2009), pp.13-34. Chris Alden, 'China and Africa - The Relationship Matures', Strategic Analysis (36:5 2012), pp.701-707. Kevin Gallagher, The China Triangle: Latin America's China Boom and the Fate of the Washington Consensus (OUP:2016). Arthur R Kroeber, China's Economy: What Everyone Needs to Know (OUP: 2016). Barry Naughton, 'China's Distinctive System: Can it be a Model for Others?' Journal of Contemporary China (19:65: 2010), pp.437-460. Michael Pettis, Avoiding the Fall: China's Economic Restructuring (Washington DC: Carnegie Endowment for International Peace: 2013). David Shambaugh, China Goes Global: The Partial Power (OUP: 2014). Ian Taylor, Africa Rising? BRICs and Diversifiying Dependency (James Currey: 2014). Carol Wise and Margaret Myers (eds), The Political Economy of China-Latin America Relations in the New Millennium: Brave New World (Routledge: 2016)
Assessment: Essay (80%, 5000 words) in the LT.
Presentation (20%) in the MT.
During the course of the seminars students will participate in a group presentation (20%) and submit a 5,000 word essay (80%) at the start of the LT.

IR474 Half Unit
Revolutions and World Politics

This information is for the 2017/18 session.
Teacher responsible: Dr George Lawson CLM 512
Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option.
All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.
Course content: Revolutions are often considered to be a 'side order' to the 'main course' of International Relations. But as this course explores, the lack of attention paid to revolutions is a mistake - revolutions have played a major part in the making of the modern international order. From the 'Atlantic Revolutions' of the late 18th and early 19th centuries to the 'colour revolutions' of the early 21st century, revolutions have been constitutive of notions of sovereignty, order, justice, and more. Revolutions have also been tightly bound up with dynamics of war and peace. This course explores both the theory and practice of revolutions, teasing out their effects and examining the prospects for revolutionary change in the contemporary world.
List of Topics:
Part 1: Thinking about revolutions
1. What are revolutions?
2. Key themes in the study of revolutions
3. Revolutions in world politics
Part 2: The experience of revolutions
4. The Atlantic 'age of revolutions'
5. Socialist revolutions
6. Reading week
7. 'Third World' revolutions
8. The 'last great revolution'?
9. 'Colour' revolutions
Part 3 Revolution today
10. The Arab uprisings
11. Rethinking revolutions
Teaching: 10 hours of lectures and 20 hours of seminars in the LT.
The main aim of the course is to provide an opportunity for students to make informed judgements about how and in what ways revolutions have impacted on core features of modern international order. Additional aims include assessment of the place of revolutions in the contemporary world and, more generally, the ability to connect theoretical arguments about revolutions with the substantive experience of revolutions.
In line with departmental policy, students on the course will have a reading week in Week 6.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.
Students will submit a 2-3 page outline of the assessed essay in Week 10, receiving comments and feedback in Week 11.
Indicative reading: Hanah Arendt, On Revolution (Penguin: 1963). Colin Beck, Radicals, Revolutionaris and Terrorists (Polity: 2015). Mlada Bokovansky, The American and French Revolutions in International Political Culture (Princeton: 2101). John Foran, Taking

Power (CUP: 2005). Jeff Goodwin, No Other Way Out? (CUP 2001). Fred Halliday, Revolution and World Politics (Plagrave: 1999). Doug McAdam, Sidney Tarrow and Charles Tilley, Dynamics of Contention (CUP: 2001). Daniel Ritter, The Iron Cage of Liberalism (OUP: 2015). Theda Skocpol, States and Social Revolution (CUP: 1979). Stephen Walt, Revolutions and War (Cornell: 1996)
Assessment: Essay (75%, 4000 words) in the ST.
Presentation (10%) and blog post (15%) in the LT.
Assessment for the course is composed of a 4000 word essay (75%); weekly blog posts of 200 words each (15%) and a group seminar presentation (10%).

IR475 Half Unit
Gender/ed/ing International Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Katherine Millar CLM 410
Availability: This course is available on the MSc in International Relations, MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option.
All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.
Course content: This course foregrounds gender - as noun, verb and structure - in understanding the practices/events studies as global politics and the discipline/study of international relations. The course is grounded in feminist theory and provides students with an introduction to feminist epistemologies and methods. It proceeds in two sections, moving from theoretical foundations to an examination of gender and the macro, transnational and historical processes of global politics. Each 'macro' examination of the gendering of international politics is followed by a corresponding examination of several substantive areas of international politics, including security, development, NGOs and transnational social movements and international law/organisations. These overarching topics are balanced with issue-specific case studies (eg sexual/sexualised violence in conflict; gendering of the informal economy), derived from current events, to b discussed in seminars. Particular thematic attention will be paid to the on-going construction (and transmission) of global/transnational hierarchies that are gendered and gendering.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
In line with departmental policy, students on the course will have a reading week in Week 6.
Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.
Indicative reading: B Ackerly, J True and M Stern (eds), Feminist Methodologies for International Relations (CUP: 2006). C Enloe, Bananas, beaches and bases: making feminist sense of international relations, rev'd 2nd ed (University of California Press: 2014). C Mohanty, Feminism without Borders: Decolonising Theory; Practicsing Solidarity (Duke Unversity Press: 2003). L Sjobeg, Gender, War and Conflict (Polity: 2014). C Weber, Queer International Relations: sovereignty, sexuality and the will to knowledge (OUP:2016)
Assessment: Essay (90%, 4000 words) in the LT.
Coursework (10%) in the MT.
The coursework entails weekly short reaction pieces (300 words maximum) engaging with the week's topics/readings to be submitted in advance of the seminar. These will prepare students to fully engage with the seminar discussions. Most importantly, they will familiarise students with the feminist epistemological commitments to critique and self-reflection.

IR477 Half Unit
Africa: Governance, Peace, and Security

This information is for the 2017/18 session.
Teacher responsible: Dr Milli Lake
Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.
Course content: This course examines contemporary African politics and society in three parts, exploring some of the toughest challenges the continent has faced in the post-independence period. It begins with a review of twentieth century African politics, exploring the experiences and legacies of colonial occupation, and what these tell us about the present day. Following this, it turns to the common challenges of the post-independence period, as newly created states struggle to establish and maintain authority at home while finding their place in the international system. Finally, it explores humanitarian governance and development aid in the twenty-first century, drawing from literature spanning a wide variety of subfields and epistemological traditions. This component of the course considers the nature of public and private authority, as well as the west's role in intervening in the domestic political affairs of sovereign states.
Teaching: 20 hours of seminars in the LT.
In line with departmental policy, students on the course will have a reading week in week 6.
Formative coursework: Students will be expected to produce 10 other pieces of coursework and 1 other piece of coursework in the LT.
Students on the course will be expected to write weekly think pieces of about 300-350 words that respond to and pick up on issues, topics, concepts raised in the week's readings.
In addition, students will produce an assessed essay outline in week 10 consisting of a research question, an overview of the argument, a draft structure and an indicative reading list. Feedback will be provided via email and/or individual sessions with students.
Indicative reading:

- Séverine Autesserre, 'Dangerous Tales: Dominant Narratives on the Congo and Their Unintended Consequences', African Affairs (2012)
- Alex de Waal, Famine Crimes: Politics and the Disaster Industry in Africa (Indian University Press, 2009)
- Pierre Englebert and Denis Tull, 'Post-Conflict Reconstruction in Africa: Flawed Ideas about Failed States', International Security 32:4 (2008)
- Thomas Flores and Irfan Nooruddin, Elections in Hard Times: Building Stronger Democracies in the 21st Century (CUP: 2016)
- Jeffrey Herbst, 'Power and Space in Pre-Colonial Africa' in States and Power in Africa. (Princeton University Press, 2014), pp. 35-57
- Robert Jackson and Carl Rosberg, 'Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood' World Politics (35:1 1982), pp.1-24
- James D. Long, Karuti Kanyinga, Karen E. Ferree, Clark C. Gibson, 'Choosing Peace over Democracy', Journal of Democracy (24:3, 2013) pp. 140-155
- Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism (PUP: 1996)
- Gregory Mann, From Empires to NGOs in the West African Sahel: The Road to Nongivernmentality (CUP:2015)
- Paul Nugent, 'African Independence: Poisoned Chalice or Cup of Plenty?' in Africa Since Independence (Palgrave Macmillan, 2004), pp. 7-57.
- Nathan Nunn and Leonard Wantchekon, 'The Slave Trade and the Origins of Mistrust in Africa' (excerpts), American Economic Review (101: 7, 2011), pp. 3221-6, 3249-50.
- Daniel Posner, 'The Colonial Origins of Ethnic Cleavages: The

Case of Linguistic Divisions in Zambia', Comparative Politics (35:2, 2003), pp. 127-146.
• William Reno, Warfare in Independent Africa (CUP, 2011)
• Aili Mari Tripp, Women and Power in Post-Conflict Africa (CUP: 2015)

Assessment: Essay (100%, 4000 words) in the ST.
Students will submit a 4,000 word essay (100%) due in week 1 of the ST.

IR481 Half Unit Not available in 2017/18
Europe, the US and Arab-Israeli Relations

This information is for the 2017/18 session.
Teacher responsible: Dr Federica Bicchi CLM. 4.13
Availability: This course is available on the MSc in EU Politics, MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Pre-requisites: A knowledge of post-1945 world history of the European Union governance system and of Middle East politics is required.
Course content: The course focuses on the foreign policy of the EU and of EU member states towards Arab-Israeli relations (with a special emphasis on Palestinian-Israeli relations), in comparison with the US foreign policy. The main focus will be on the European perspective, but it would be impossible to analyse this subject without taking into account the US position and, to some extent, Transatlantic relations. After an overview of Palestine during the British mandate, the course will cover the period from 1948 to nowadays with a particular emphasis on contemporary issues. The British mandate on Palestine. The partition of Israel and the birth of Israel. Early support for Israel. The Suez crisis. The evolution of European and US policy towards Israel. The birth of the "special relationship" between the US and Israel. The 1973 war, the energy crisis and the Euro-Arab Dialogue. The Venice Declaration. The US and European contribution to the Arab-Israeli peace process in the 1990s. The Euro-Mediterranean Partnership and the European Neighborhood Policy. Western democracy promotion and trade. Western aid to the Palestinians. The legalisation of relations with Israel. The collapse of the peace process and attempts at reviving it.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One 2,000-word essay during the course and one presentation (or alternatively two 2000-word essays), to be marked by seminar teachers. These do not count towards the final mark.
Indicative reading: Students will be expected to read widely in appropriate books and journals. A detailed reading list will be provided at the beginning of the course. The following provide a general background to the topic: Bicchi, Federica, European Foreign Policy Making toward the Mediterranean, New York: Palgrave (2007); Fawcett, L. (2013) International Relations of the Middle East, 3rd ed.,Oxford: Oxford University Press; Lesch, David, ed. The Middle East and the United States. Boulder: Westview (2012), 5th ed.; Pardo, S. and J. Peters (2009), Uneasy Neighbours: Israel and the European Union, Lexington Books; Quandt, W.B. (1993) Peace Process. American Diplomacy and the Arab-Israeli Conflict Since 1967, Washington /Berkeley/Los Angeles: The Brookings Institution/University of California Press; Roberson, B.A. (1998) The Middle East and Europe. The Power Deficit, London/New York: Routledge; Spiegel, Steven, The Other Arab-Israeli Conflict: Making America's Middle East Policy from Truman to Reagan, Chicago, (1985); Youngs, Robert, Europe and the Middle East. In the Shadow of September 11. Boulder/London: Lynne Rienner, (2006).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
The normal length of the examination paper is eight questions, of which candidates are invited to answer any two.

IR482 Not available in 2017/18
Russia and Eurasia: Foreign and Security Policies

This information is for the 2017/18 session.
Teacher responsible: Dr Tomila Lankina CLM 6.12
Availability: This course is available on the MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
All students are required to obtain permission from the Course Coordinator by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.
Pre-requisites: Some knowledge of post-1945 international history/international relations is necessary.
Course content: The course covers the various factors shaping Soviet, post-communist Russian and Eurasian foreign and security policy. It explores both the traditional foreign policy and security issues, such as the arms race and Détente, the role of the military, economic power projection, etc., as well as new soft power and security factors shaping policy, such as transnational civil society, sub-national regionalization, transnational ethnic and cultural networks, migration, the role of ideas, norms and norm entrepreneurs, etc. Key topics covered are Cold War, East-West relations and Détente; relations with Eastern Europe; relations with the Third World; Gorbachev's foreign policy and the end of the Cold War; post-Cold War Russian foreign and security policy; Russia and the 'near abroad'; ethnic separatism and regional conflict; Russian national and sub-national engagement with the West; Russia's relations with China and the other 'rising powers'; other security challenges (demographic problems, social protest, regional developmental disparities, etc.); regionalism and multilateralism in Eurasia; domestic and external influences on foreign policy and security in Ukraine, Belarus and the states of the Caucasus and Central Asia; Caspian energy and foreign policies; the challenge of Afghanistan for the region; regional responses to the Middle Eastern uprisings.
Watch a short introductory video on this course: http://www2.lse.ac.uk/internationalRelations/video/IR482-RE-video.aspx
Teaching: 10 hours of lectures and 12 hours of seminars in the MT. 8 hours of lectures and 15 hours of seminars in the LT. 3 hours of seminars in the ST.
There will be an introductory lecture in week 1 of MT followed by 17 one-hour lectures from week 1 of MT (9 in MT and 8 in LT). There will be 20 one-and-a-half hour weekly seminars commencing in week 3 of MT, including two revision seminars in ST.
Formative coursework: Students intending to take the examination will be expected to write a minimum of three essays, of about 2,000 words each for the seminar teacher, and to present at least one seminar topic. These do not count towards the final mark.
Indicative reading: A detailed reading list will be distributed at the beginning of the lecture course but students will find the following preliminary reading useful: Brown, Archie, The Rise and Fall of Communism. London, The Bodley Head, 2009. HX36 B87. Donaldson, Robert H. and Joseph L. Nogee, The Foreign Policy of Russia: Changing. Systems, Enduring Interests. Armonk NY and London: M.E. Sharpe, 2005. DK266.45 D67 [1_WK]. Haslam, Jonathan, Russia's Cold War: From the October Revolution to the Fall of the Wall. New Haven, Yale Univ. Press, 2007. DK266.45

H35 [3 DAY] Ground floor. Kennedy-Pipe, Caroline, Russia and the World, 1917-1991. London and New York, Arnold/Oxford University Press, 2009. DK266.45 K31 [REC] Main 3rd floor. Mankoff, Jeffrey, Russian Foreign Policy: The Return of Great Power Politics, Lanham, Md, Rowman and Littlefield, 2009. JZ1616 M27 Main 1st floor. Suny, Ronald Grigor, The Revenge of the Past: Nationalism, Revolution, and the Collapse of the Soviet Union, Stanford: Stanford University Press, 1993. DK266.3 S95 [3 DAY] Ground floor. Tsygankov, Andrei, Russia's Foreign Policy: Change and Continuity in National. Identity. Oxford, Rowman and Littlefield, 2013 DK510.764 T88 [3 DAY] Main 3rd floor
Assessment: Exam (100%, duration: 3 hours) in the main exam period.
Students must answer three out of twelve questions.

IR499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Ms Katharine Millar CLM.4.10, Dr Katerina Dalacoura CLM.4.11 and Dr James Morrison 95A.1.14
Dr Chris Alden CLM.5.13
Availability: This course is compulsory on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option.
Course content: Refer to Assessment below.
Teaching: 1 hour of lectures in the MT.
Additional dissertation advice and support sessions will be arranged by MSc Programme Directors during the Lent Term. Details will vary by Programme and students will be notified by email towards the end of the Michaelmas Term.
Assessment: Dissertation (100%, 10000 words) in the LT.
MSc IR, MSc IR (Research), MSc IPE, and MSc IPE (Research) and MSc IRT students are required to write a 10,000-word Dissertation on a topic within the field of IR/IPE/IRT approved by the student's academic adviser. The Dissertation need not be an account of original research and may rely on secondary sources. Dissertation supervision consists of oral feedback at two points in the dissertation writing process: first when students submit the initial topic and research question in early LT; and second when students have submitted a more detailed 4-5 page plan in late LT. The Department will further supplement this supervision with a series of bespoke dissertation workshops focusing on research design, methodologies and the writing up process.

LL440
Corporate Law and Accounting

This information is for the 2017/18 session.
Teacher responsible: Dr Julia Morley and Ms Sarah Paterson
Availability: This course is compulsory on the MSc in Law and Accounting. This course is not available as an outside option.
Course content: The purpose of this course is to examine areas in which law and accounting intersect in promoting an efficient market economy. . It is interdisciplinary in focus, and provides students from varying backgrounds with new perspectives and leads to in-depth study by way of a Dissertation.
Topics in Michaelmas term may include: An introduction to law and regulation in the accounting context; the legal requirement for accounts and audit, and the role of accounting standards; "true and fair view" as the cornerstone of financial reporting and auditing; the strategic report; tax and accounting; groups in law and group accounting; auditor liability; law, accounting and equity: capital maintenance; law, accounting and debt: financial covenants; the regulation of the professions. Other issues in accounting and the law may be substituted/added during this term.
Lent term will focus on preparation for the Dissertation. It will start with a series of seminars on the research process, which may include: overview and finding a title; developing a research question; methodology; finding and using sources. Other topics relating to the research process may be substituted/added during the first part of the term. The second half of the term will comprise a series of seminars in which students will present their preliminary research proposal and receive feedback from the course convenors and their peers.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Two meetings with each individual student's Long Essay supervisor.
There will be a reading week in week 6.
Formative coursework: All students will be expected to contribute to class discussion. Feedback on performance and progress will be provided during class, on two written homework assignments, in two formal meetings with individual student's Dissertation Supervisor, and during office hours
Indicative reading: No one book covers the entire syllabus. Detailed reading lists will be provided during the course and will include articles from law, accounting, economics and sociology journals and books. Students will also be provided with relevant examples of practitioner reports, policy papers, and referred to relevant websites. Some illustrative references to texts and primary materials are: Baistrocchi E and Roxan I (eds.), Resolving Transfer Pricing Disputes: A Global Analysis (2012, Cambridge University Press); Botzem S, The Politics of Accounting Regulation: International Standard Setting in Financial Reporting (2014, Edward Elgar); Dezalay Y & Sugarman D (Eds), Professional Competition and Professional Power: Lawyers, Accountants and the Social Construction of Markets (1995); Ferran E, Moloney N, Hill J & Cofeee J, The Regulatory Aftermath of the Global Financial Crisis (2012, Cambridge University Press); Freedman J and Power M (eds.), Law and Accountancy: Conflict and co-operation in the 1990s (1992, SAGE); Kershaw D, Company Law in Context: Text and Materials (2012, Oxford University Press); Parkinson, Corporate Power and Responsibility (1995, Oxford University Press); Power M, The Audit Society (1999, Oxford University Press).
Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Essay (50%, 10000 words) in August.
Law and Accounting Prize
The international law firm Herbert Smith Freehills sponsors a prize for the best examination performance on the MSc Law and Accounting. The prize is awarded at the Herbert Smith Freehills reception in November each year.

LL468 Half Unit
European Human Rights Law

This information is for the 2017/18 session.
Teacher responsible: Prof Conor Gearty NAB.6.11
Availability: This course is available on the MSc in Conflict Studies, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students.
Course content: This course will provide an overview of the origin, development and current standing of the European Convention on Human Rights and Fundamental Freedoms. Its primary focus will be on the case-law of the European Court of Human Rights, though the cases of other jurisdictions will also be referred to where appropriate. The course will analyse the Convention from the perspective of selected rights within it, but will also engage with the subject thematically, subjecting such concepts as the

'margin of appreciation' and proportionality to close scrutiny. The goal of the course is to give students a good critical understanding of the Convention, the case-law of the Strasbourg court and the Convention's place within the constitutional and political structure of 'Greater Europe'.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a Reading Week in week 6 of MT.
Formative coursework: One 2,000 word essay
Indicative reading: There are two texts that cover the ground of the course and to which reference will be made: Jacobs, White and Ovey, The European Convention on Human Rights 6th edn (OUP, 2014) and Harris, O'Boyle and Warbrick, Law of the European Convention on Human Rights 3rd edn (Oxford, 2014). Also useful is Mowbray, Cases and Materials on the European Convention on Human Rights 3rd edn (Oxford, 2012). A strong European perspective is to be found in van Dijk, van Hoof, van Rijn and Zwaak (eds), Theory and Practice of the European Convention on Human Rights 4th edn (Intersentia, 2006). Very good edited books include Brems and Gerards (eds), Shaping Rights in the ECHR (Cambridge, 2013) and Follesdal, Peters and Ulfstein (eds), Constituting Europe (Cambridge 2013). C A Gearty, On Fantasy Island. Britain, Strasbourg and Human Rights (OUP 2016) will also be referred to so far as it covers ECHR law. The course will involve textbook reading but will primarily entail analysis of case-law read for the lecture and discussed in class.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
This subject is examined by one two-hour paper, composed of at least six questions of which two must be attempted. There will be a fifteen minute reading time during which the exam paper may be written on.

LL469 Half Unit
UK Human Rights Law

This information is for the 2017/18 session.
Teacher responsible: Prof Conor Gearty NAB.6.11
Availability: This course is available on the MSc in Human Rights, MSc in International Migration and Public Policy, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students.
Course content: This course will be made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. The political context in which the measure has had to operate will be considered, and the relationship with the change to human rights protection likely to follow the UK's proposed departure from the EU will be considered. The course complements European Human Rights Law (LL468) but can be taken separately from it.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: The key text is now C A Gearty, On Fantasy Island. Britain, Strasbourg and Human Rights (OUP, 2016). See also Kavanagh, Constitutional Review under the UK Human Rights Act (Cambridge, 2009); Hickman, Public Law After the Human Rights Act (Hart, 2010); Gearty, Principles of Human Rights Adjudication (Oxford University Press, 2004). While these books will be referred to, students will also be expected to read cases: they will receive a detailed Reading list for each topic.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
This subject is examined by one two-hour paper, composed of at least six questions of which two must be attempted. There will be a fifteen minute reading time during which the exam paper may be written on.

LL475 Half Unit
Terrorism and the Rule of Law

This information is for the 2017/18 session.
Teacher responsible: Prof Conor Gearty NAB.6.11
Availability: This course is available on the MSc in Conflict Studies, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is available across all courses and potentially suitable for all but is particularly designed for LLM, MSc Conflict Studies, MSc Human Rights students.
This course is capped at 60 students.
Course content: This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, eg Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The aim of the course is to give the student a good critical understanding of this most controversial of subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: There is no set text though reliance is made on the work of authors such as Richard English, Adrian Guelke, Lawrence Freedman, Igor Primoratz, Paul Wilkinson and the course teacher Conor Gearty. Students will receive a detailed Reading list for each topic, which will include legal cases from time to time.
A recommended text will be Gearty, Liberty and Security (Polity Press, February 2013).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
This subject is examined by one two-hour paper, composed of at least six questions of which two must be attempted. There will be a fifteen minute reading time during which the exam paper may be written on.

LL490
LLM Self-standing full unit Dissertation

This information is for the 2017/18 session.
Availability: This course is available to students registered in or before the 2012/13 academic session on the Master of Laws and Master of Laws (extended part-time study). This course is not available as an outside option.
Course content: A self-standing dissertation for students whose dissertation topic does not fall under a related taught course.

Permission must be obtained by a suitable course supervisor and the LLM Programme Director.
Assessment: Dissertation (100%, 15000 words).
15,000 word dissertation on a topic to be agreed with the LLM Programme Director and course supervisor. The dissertation option is to be chosen in only one full unit module, with its outline approved in the LT by the course supervisor. Deadline for submission is end of August.

LL497 Half Unit
Half Unit Self Standing Elective Essay

This information is for the 2017/18 session.
Availability: This course is available to students registered in or before the 2012/13 academic session on the Master of Laws and Master of Laws (extended part-time study). This course is not available as an outside option.
Course content: A self-standing elective essay for students whose elective essay does not fall under a related taught course. Permission must be obtained by a suitable course supervisor and the LLM Programme Director.
Assessment: Essay (100%, 8000 words) in the ST.
8,000 word elective essay on a topic to be agreed with the LLM Programme Director and course supervisor. The elective essay option is to be chosen in only one half unit module, with its outline approved in the LT by the course supervisor. Deadline for submission is end of August.

LL499
Dissertation: MSc Regulation

This information is for the 2017/18 session.
Availability: This course is compulsory on the MSc in Regulation. This course is not available as an outside option.
Course content: Refer to assessment below.
Assessment: Dissertation (100%, 10000 words).
The dissertation is due by 5pm on Tuesday 21 August 2018.

LL4A1
LLM Subject Area Specialist Research Seminars

This information is for the 2017/18 session.
Teacher responsible: Various.
Contact Miss Karen Williams, NAB 6.14.
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: A series of ad hoc one-hour seminars running during MT and LT. The programme changes annually, with sessions given by distinguished visiting academics, practitioners and other experts on issues related to their specialist interests. The aim is to expose LLM students to a wider range of material than is possible in many of the taught courses, and to explore and challenge some of the issues and themes that are currently controversial. Most sessions will run as seminars rather than public lectures, with students expected to interact with the seminar speaker and with each other.
Teaching: Weekly or fortnightly one-hour sessions during the MT and LT.
Assessment: Not assessed, although many sessions will be directly or indirectly related to material considered in other assessable LLM courses.

LL4A6 Half Unit
Climate Change and International Law

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Humphreys NAB5.12
Availability: This course is available on the MSc in Environment and Development, MSc in Environmental Policy and Regulation, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course covers the international law dealing with climate change with a view to assessing how the harms and burdens associated with climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and legal questions raised by climate change cannot be addressed by reference to climate change law alone or even international environmental law as a whole. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (trade, human rights, migration, investment, state responsibility) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative bases for choosing between actions designed to prevent and/or manage climate change and its consequences, given developmental imperatives and the concerns raised by the 'fragmented' nature of international law. Projected seminars include: climate change science; politics; ethics; theory of international law; international environmental law; trade law; human rights law; migration law. The course includes two case studies, from among the following: climate technology transfer; carbon markets; food security.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: IPCC, Fifth Assessment Report, Cambridge UP (2013-14); Rosemary Rayfuse and Shirley Scott (eds), International Law in the Era of Climate Change, Edward Elgar (2011); Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (Eds.), Climate Ethics: Essential Readings, Oxford UP (2010); Nicholas Stern, The Economics of Climate Change: The Stern Review, Cambridge UP (2007); Stephen Humphreys (ed.), Climate Change and Human Rights, Cambridge UP (2010); Larry Lohmann, Carbon Trading, Dag Hammerskjöld Foundation (2006); Lavanya Rajamani, Differential Treatment in International Environmental Law, Oxford UP (2006); Margaret Young (ed.), Regime Interaction in International Law: Facing Fragmentation, Cambridge UP (2012).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4A8 Half Unit
International Law and the Use of Force

This information is for the 2017/18 session.
Teacher responsible: Mr Christopher Thomas NAB7.18 and Dr Devika Hovell NAB6.32
Availability: This course is available on the MSc in Conflict Studies, MSc in Human Rights, MSc in Women, Peace and Security, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Some prior knowledge of international law is useful but not essential.
Course content: This half-unit course examines the law relating to when it is permissible to use force (jus ad bellum). The aim of

this course is to develop an understanding of the principles of international law that regulate the use of force in international society. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. It looks in detail at the right of self-defence, humanitarian intervention and the responsibility to protect, pro-democratic intervention, the protection of nationals and the criminalization of aggression. The use of force by or with the authorization of the United Nations is also considered.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in Week 6 of Michaelmas Term.
Formative coursework: One 2,000 word essay.
Indicative reading: A detailed reading list will be issued at the first seminar. See, in particular: Dinstein, War, Aggression and Self-Defence (5th ed, 2011); Gray, International Law and the Use of Force (3rd ed., 2008).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4A9 Half Unit
Law in War

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Humphreys NAB5.12
Availability: This course is available on the MSc in Human Rights, MSc in Women, Peace and Security, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Some prior knowledge of international law is useful but not essential.
Course content: This course covers the international law governing the conduct of hostilities (jus in bello, also known as the law of armed conflict (LOAC) or international humanitarian law)--as distinct from the law on the resort to force (jus ad bellum), which is covered in a separate course (LL4A8). The course will take a critical and historical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as a means of waging war. It will examine the application of the laws of war, including occupation law, in historical, actual and ongoing conflicts, including recent wars in Iraq, Afghanistan and Syria, the 'war on terror', and the Occupied Palestinian Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: Students have the option of submitting a 2,000 word essay on a topic to be assigned during Lent Term.
Indicative reading: It is worthwhile acquiring the following book: Yoram Dinstein, The Conduct of Hostilities Under the Law of International Armed Conflict (Cambridge UP, 2nd ed., 2010 or 3rd ed., 2016). Other useful books include: Roberts and Guelff, Documents on the Laws of War (Oxford UP, 2000); Michael Walzer, Just and Unjust Wars (Basic books, 4th ed. 2006); David Kennedy, Of Law and War (Princeton UP, 2006): Geoffrey Best, War and Law Since 1945 (Oxford UP, 1997). Detailed readings for each seminar will be made available on Moodle.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AA Half Unit
Global Copyright Policy: Contemporary Issues

This information is for the 2017/18 session.
Teacher responsible: Anne Barron NAB6.05
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Competition, Innovation, and Trade Law; Corporate and/ or Commercial Law; Information Technology, Media and Communications Law; Intellectual Property Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: Students must take Principles of Copyright Law (LL4N6) in parallel with this course unless exempted by the course convenor.
Course content: The aim of this course is to equip students with the skills to reflect critically on global copyright policy today. 'Global copyright policy' in turn is interpreted broadly to include not only the purposes and strategies underlying the formal treaties and trade arrangements that shape national copyright laws, but also those motivating the many alternative (and radically alternative) agendas for copyright's future that are currently under consideration around the world. Discussion in seminars will be theoretically informed but organised around particular topics of contemporary concern.
Teaching: 20 hours of seminars and 2 hours of help sessions in the MT.
Students on this course will have a reading week in Week 6, in line with departmental policy. A help session is however offered in week 6 to assist with planning the summative essay. The help session will be designed to support students' summative essay-writing work. All students will be invited to attend this session, during which expectations for the essays will be explained.
Formative coursework: One 1500 word essay.
Indicative reading: There is no set text. Readings will be assigned week-by-week and most will be available electronically via the Moodle site that accompanies this course. Students will be expected to read a wide range of material drawn from a number of disciplines. The following sources are indicative: Peter Baldwin, The Copyright Wars: Three Centuries of Trans-Atlantic Battle (Princeton UP, 2014); Yochai Benkler, The Wealth of Networks (Yale UP 2006); Ronald Bettig, Copyrighting Culture (Westview Press, 1996); James Boyle, The Public Domain (Yale UP, 2008); Patrick Burkart, Pirate Politics: The New Information Policy Contests (MIT Press 2014); Julie E. Cohen, Configuring the Networked Self: Law, Code, and the Play of Everyday Practice (Yale UP, 2012); Laurence Helfer and Graeme Austin, Human Rights and Intellectual Property: Mapping the Global Interface (Cambridge University Press, 2011); Tarleton Gillespie, Wired Shut: Copyright and the Shape of Digital Culture (MIT Press 2008); David Hesmondhalgh, The Cultural Industries 3rd ed. (Sage 2012); Adrian Johns, Piracy: The Intellectual Property Wars from Gutenberg to Gates (University of Chicago Press 2011); Jessica Litman, Digital Copyright (Prometheus, 2006); Kembrew McLeod et al. Creative License: The Law and Culture of Digital Sampling (Duke UP, 2011); Neil W. Netanel, Copyright's Paradox (OUP 2008); Hector Postigo,The Digital Rights Movement (MIT Press, 2012); Aram Sinnreich, The Piracy Crusade: How the Music Industry's War on Sharing Destroys Markets and Erodes Civil Liberties (University of Massachusetts Press, 2014); Stephen Witt, How Music Got Free (Viking 2015)
Assessment: Essay (100%, 8000 words) in the ST.

LL4AB Half Unit Not available in 2017/18
Law and Administrative Procedures in the EU

This information is for the 2017/18 session.
Teacher responsible: Professor Carol Harlow
Professor Richard Rawlings
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is open to students with and without a law degree. Students of public administration are welcome. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Specialisms: European Law and Public Law.
Pre-requisites: A knowledge of the structure of European Institutions is desirable. It is not essential to have studied either EU law or administrative law. Guidance and introductory reading is provided for those who are new to these subjects.
Course content: The objective of our course is to reflect on issues that are of interest and concern to administrative lawyers within the framework of a particular polity, the EU. We shall watch the development of an appropriate administrative law for the EU - a challenging task! Central to modern administrative law systems and to EU administration are directive principles of good governance, sponsored by the Organisation for Economic Co-operation and Development (OECD) through its SIGMA programme sponsored by the European Commission. These values are central to the Commission White Paper on European Governance (2000) and are now incorporated in the Lisbon Treaty and European Charter of Fundamental Rights (ECFR), which creates a right to good administration. The course deals with EU administration in the sense of administration by the European Commission and agencies, shared administration with Member States acting on behalf of the EU and in the increasing number of administrative 'networks' with which the EU cooperates. It aims to identify and evaluate the principles and values of administrative law and their application to EU administrative procedures.
Objectives:
- To instil knowledge of public administration outside the state and more particularly in the EU
- To promote knowledge of modern administrative law and its problems
- To encourage group learning
- To promote spoken facility
- To familiarise students with comparative administrative law materials and teach research methods

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
20 hours of seminars in the MT. 2 hours of seminars in the ST.
Please note that this course will be taught in Weeks 2-11.
This is a joint UCL/LSE course, open to students of each. It is separately examined according to the examination regulations of each institution. It is taught at the Institute of Advanced Legal Studies in Russell Square.
Formative coursework: Students are expected to submit a 2,000 word essay during the course, to be returned with detailed comments. Note that student participation and group cooperation is very important in this course and opportunities will be provided for student presentations with feedback.
Indicative reading: where appropriateThe recommended text is C Harlow and R Rawlings, Process and Procedure in the EU (Oxford: Hart Publishing, 20134) is made available electronically. Two excellent reference books, P. Craig, EU Administrative Law (Oxford: OUP) 2nd edn, 2012 and H. Hofman, G Rowe and A Turk, EU Administrative Law and Policy (Oxford: OUP, 2011) are available in LSE, UCL and IALS libraries.
There is also much legal periodical literature in: the Common Market Law Review, European Law Review European Law Journal, European Public Law and European Review of Public Law (ERPL) and many political science journals: Journal of European Public Policy , Journal of Common Market Studies and West European Politics. All these journals are available in the IALS and college libraries and on line. There are also useful on line journals, notably the German Law Journal and Italian Journal of Public Law and sets of papers, such as the Jean Monnet working papers (see weblinks).
Many additional materials are easily accessible through the websites of the EU. References to these are given throughout the course and a general list of weblinks and blogs is provided.
Relevant writings by the teachers include: R Rawlings, 'Engaged Elites. Citizen Action and Institutional Attitudes in Commission Enforcement', 6 European Law Journal 4 (2000); C Harlow, 'Francovich and the Problem of the Disobedient State', 2 European Law Journal (1996); 'Three Phases in the Evolution of EU Administrative Law' in P Craig & G de Burca, The Evolution of EU Law (Oxford, 2nd edn, 2011); C Harlow and R Rawlings, 'Accountablility and Law Enforcement: The Centralised EU Infringement Procedure' 31 European Law Review (2006) 447; 'Promoting Accountability in Multi-Level Governance: A Network Approach' (2007) 13 ELJ 542; and 'National Administrative Procedures in a European Perspective: Pathways to a Slow Convergence?' (2010) 2 Italian J of Public Law 215.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AC Half Unit Not available in 2017/18
Legal Accountability and Redress of Grievance in the EU

This information is for the 2017/18 session.
Teacher responsible: Professor Carol Harlow and Professor Richard Rawlings
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is open to students with and without a law degree. Students of public administration are welcome. A knowledge of the structure of European institutions is desirable. Specialisms: EU law and Public Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The objective of our course is to reflect on issues that arise for lawyers from the exponential growth of transnational systems of administration, which are not necessarily amenable to the traditional machinery for administration. We focus on the rapid judicialisation of public administration but focus on a particular supra-national polity, the EU. GSSC 12/34 15 May 2013 Objectives:
- To instil understanding of public administration outside the state and more particularly in the EU
- To promote understanding of problems for modern administrative law in the context of globalisation
- To study inter-court relationships in the context of the EU
- To study other forms of dispute resolution, especially the European Ombudsman and European Network of Ombudsmen
- To encourage group learning
- To promote spoken expertise
- To familiarise students with comparative administrative law materials and teach research methods

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students are expected to submit a 2,000 word essay during the course, to be returned with detailed comments. Note that student participation and group cooperation is very important in this course and opportunities will be provided for student presentations.
Indicative reading: The recommended text, C Harlow and R Rawlings, Process and Procedure in the EU (Oxford: Hart Publishing, 2014) is made available online where appropriate.
Two excellent reference books, P. Craig, EU Administrative Law (Oxford: OUP) 2nd edn, 2012 and H. Hofman, G Rowe and A Turk, EU Administrative Law and Policy (Oxford: OUP, 2011) are available

in LSE, UCL and IALS libraries. A comprehensive, multi-disciplinary literature survey by A Stone Sweet, The European Court of Justice and the Judicialization of EU Governance, Yale online Living Reviews in EU Governance (2010) is available free online.
There is also much legal periodical literature: the Common Market Law Review, European Law Review European Law Journal, European Public Law and European Review of Public Law (ERPL) and many political science journals: Journal of European Public Policy , Journal of Common Market Studies and West European Politics. All these journals are available in the IALS and college libraries and on line. There are also useful on line journals, notably the German Law Journal and Italian Journal of Public Law and sets of papers, such as the Jean Monnet working papers (see weblinks). Relevant writings by the teachers include: C Harlow, Accountability in the European Union (Oxford: Oxford University Press) 2002; 'Accountability as a Value for Global Governance and Global Administrative Law' in G Anthony et al (eds), Values in Global Administrative Law: Essays in Honour of Spyridon Flogaitis and Gerard Timsit (Hart Publishing, 2011); 'Three Phases in the Evolution of EU Administrative Law' in P Craig & G de Burca, The Evolution of EU Law (Oxford, 2nd edn, 2011); 'Composite decision-making and accountability networks: the case of counter-terrorism asset-freezing measures' (2013) Yearbook of European Law (forthcoming). R Rawlings, 'The Euro-law Game: Some Deductions from a Saga' (1993) 20 J. of Law and Society 309; 'Engaged Elites. Citizen Action and Institutional Attitudes in Commission Enforcement', 6 European Law Journal 4 (2000); C Harlow and R Rawlings, Pressure Through Law (London: Routledge, 1992); 'Accountablility and Law Enforcement: The Centralised EU Infringement Procedure' 31 European Law Review (2006) 447; 'Promoting Accountability in Multi-Level Governance: A Network Approach' (2007) 13 ELJ 542. Many additional materials are easily accessible through the websites of the EU. References to these are given throughout the course and a general list of weblinks and blogs is provided.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AD Half Unit

Rethinking International Law: International Law and Contemporary Problems

This information is for the 2017/18 session.
Teacher responsible: Prof Susan Marks NAB 7.14
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is part of the following LLM specialism: Public International Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: There are no formal prerequisites.
Course content: This course is primarily designed for students who have already had some exposure to public international law and wish to deepen their understanding of the international legal dimensions of contemporary problems. Each week the relation will be explored between international law and a different global issue or theme, such as war, poverty, terrorism, humanity, and territory. Course readings will encompass both legal scholarship and relevant writing by scholars from other disciplines (geography, anthropology, philosophy, literary studies, etc.).
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Students are expected to have done the set reading and be willing to participate in seminar discussion.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings are likely to include: David Kennedy, Of War and Law; Sundhya Pahuja, Decolonising International Law: Development, Economic Growth and the Politics of Universality; and Balakrishnan Rajagopal, International Law from Below: Development, Social Movements and Third World Resistance.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AE Half Unit

Rethinking International Law: International Legal Thought

This information is for the 2017/18 session.
Teacher responsible: Prof Gerry Simpson NAB 6.13
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is part of the Public International Law specialism.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Course content: This course builds on Rethinking International Law I: International Law and Contemporary Problems. The idea is to study the life of international law through its intellectual history, its presiding methods, its recurrent projects, its contemporary character and its utopian speculations. We will begin by teasing out a debate about the meaning of juridical humanity before turning to the problem of war through an examination of the Chilcot Inquiry into the Iraq War. There will be at least three seminars on international legal history and historiography where we will read international legal history (Jouannet, Megret, Craven, Anghie, Pahuja, Drew) alongside histories of political thought (Brett, Armitage, Wight, Hunter, Moyn) before going on to consider the different lives of international law (e.g. sentimental (Simpson) and anthropological (Eslava)). The course ends with a sympathetic engagement around utopian texts (Allott, 2016; Jameson, 2005; Vladimiri, 1417, Luxembourg, 1915).
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Students are expected to have done the set reading and be willing to participate in seminar discussion.
There will be a Reading Week in Week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Reading lists will be provided for each seminar on Moodle. Readings likely to be set include a selection of international legal texts (including work-in-progress and "new authors") and readings from the fields of intellectual history, 18th century literature and political theory. The key works are by Koskenniemi, Anghie, Kennedy, Allott and Schmitt.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AF Half Unit

Principles of Global Competition Law

This information is for the 2017/18 session.
Teacher responsible: Dr Niamh Dunne
Availability: This course is available on the MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade; Corporate and/or Commercial Law; European Law; International Business Law.
This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This module provides an overview of the major features of contemporary competition law regimes. This

is a discipline that has gone through a remarkable process of expansion in the past two decades. Competition law is actively enforced in a growing number of jurisdictions. Instead of focusing on a particular regime, the module puts an emphasis on the fundamental debates underlying the adoption and evolution of this field, addressed in comparative perspective. Examples drawn from EU and US competition law will be generally used by way of illustration, with references to other regimes where relevant.
The course assumes no prior knowledge of competition law or economics, but aims to equip students to understand and analyse the key substantive elements found within most competition regimes, including:
- Competition Policy and Economics;
- Anti-competitive agreements, including cartels and vertical restraints;
- Unilateral conduct rules, including refusal to deal and exclusionary practices;
- Merger control, including horizontal and vertical mergers;
- Institutions and enforcement

Teaching: 20 hours of seminars and 3 hours of classes in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 1,500-word formative essay during the course.
Indicative reading: Whish & Bailey, Competition Law (8th ed., 2015); Jones & Sufrin, EU Competition Law: Cases and Materials (6th ed., 2016); Hovenkamp, The Antitrust Enterprise (2005).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AG Half Unit
Competition Law: Challenges and Prospects

This information is for the 2017/18 session.
Teacher responsible: Dr Pablo Ibanez Colomo
Availability: This course is available on the MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade; Corporate and/or Commercial Law; European Law; International Business Law.
This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Prior knowledge of Competition Law is desirable, but not essential.
Course content: This module addresses some of the most topical and intellectually challenging aspects of contemporary Competition Law. The emphasis will be put on US antitrust and EU Competition Law, but developments from other jurisdictions are discussed where relevant. The module examines, inter alia, the application of competition law in high-technology industries as well as its intersection with intellectual property (standard-setting agreements, patent pools, issues arising in relation to the enforcement of patents in the pharmaceutical sector) and sector-specific regimes.
Topics include the following:
- Competition Law and Intellectual Property
  - Competition Law in the Pharmaceutical Sector
  - Standard-setting agreements and patent pool organisations
  - Intellectual property licensing
- Competition Law in High-Technology Markets
  - Interoperability
  - Online distribution
  - Competition Law and Innovation
- Competition Law and Sector-Specific Regulation (Telecommunications and Energy)

Teaching: 20 hours of seminars in the LT. 4 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Whish, Competition Law (8th edn, 2015); Jones & Sufrin, EU Competition Law: Cases and Materials (6th ed, 2016); Elhauge & Geradin, Global Competition Law and Economics (2nd edn, 2011); Hovenkamp, The Antitrust Enterprise (2005).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AH Half Unit Not available in 2017/18
Corporate Governance

This information is for the 2017/18 session.
Teacher responsible: Dr Carsten Gerner Beuerle NAB 5.08
Availability: This course is available on the MSc in Law and Accounting, MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students (or two groups of 30 students each, i.e. 60 students depending on demand). LLM Specialisms This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law; Corporate and Securities Law; International Business Law.
Pre-requisites: Students should either have studied company law at undergraduate level or take LL4CF UK Corporate Law concurrently.
Course content: This course will examine topical issues of corporate governance on a comparative basis. It does not intend to present a comprehensive overview of the corporate governance system of any particular jurisdiction, nor does it constitute a self-contained introduction to corporate law. Rather, we will identify corporate governance conflicts created by the use of the corporate form, notably agency problems between shareholders, the management, and other corporate actors, and discuss solutions to these conflicts developed by different jurisdictions and legal traditions. We will draw on, and compare, three of the most important legal traditions of the world: common law (focusing in particular on the law of Delaware), the German legal tradition, and the French legal tradition.
We will assess the comparative effectiveness of the solutions found in the jurisdictions analysed. We will generally engage in a qualitative evaluation of the advantages and disadvantages of the different regulatory strategies, but also refer to quantitative studies in the literature that examine the correlation between regulatory approaches and financial variables such as the cost of capital of a business. In addition, we will attempt to identify general trends and trajectories in corporate law and explain instances of divergence or convergence of the legal strategies that we observe.
Topics include:
- Comparative and empirical methods in corporate law
- The economic structure of the corporation in comparative perspective
- Corporate governance models
- Allocation of decision rights within the corporation
- The managerial agency problem I: directors' duties and proper purpose of the exercise of managerial power
- The managerial agency problem II: duty of care and the business judgement rule
- The managerial agency problem III: related-party transactions and corporate opportunities
- Enforcement of duties; derivative action
- Determinants of corporate law, trajectories and trends; legal origins

The course can be taken either as a self-standing module or as a foundational module for Corporate Governance B, which will address more specific issues of corporate governance, such as regulation by means of corporate governance codes, executive remuneration, minority shareholder protection, and shareholder activism.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6. Summer term is a review and revision session.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: A Cahn and D C Donald, Comparative company law: text and cases on the laws governing corporations in Germany, the UK and the USA, Cambridge University Press 2010; - PL Davies et al. (eds.), Corporate boards in law and practice: a comparative analysis in Europe, Oxford University Press 2013; F Dornseifer, Corporate Business Forms in Europe, Sweet & Maxwell 2005; K J Hopt and E Wymeersch (eds), Capital Markets and Company Law, Oxford University Press 2003; K J Hopt et al (eds), Comparative Corporate Governance, Oxford University Press 1998; R Kraakman et al (eds), The Anatomy of Corporate Law. A Comparative and Functional Approach, 2nd ed, Oxford University Press 2009; P Mäntysaari, Comparative Corporate Governance, Springer 2005; J J du Plessis et al, German Corporate Governance in International and European Context, Springer 2012; M M Siems and D Cabrelli (eds), Comparative Company Law. A Case-Based Approach, Hart 2013; G Wirth, M Arnold, R Morshäuser and M Greene, Corporate Law in Germany, 2nd ed, Beck 2010
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AJ Half Unit

Insolvency Law: Principles, Rescue and Reconstruction Processes

This information is for the 2017/18 session.
Teacher responsible: Ms Sarah Paterson
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Course content: This course focuses on registered companies and is concerned with the rescue of financially distressed companies and businesses. The formal legal procedures available for rescuing companies and businesses in financial distress are analysed as are informal approaches to corporate failure. Topics include: Rescuing the business and assets of a company as a going concern; Restructuring and small companies; Restructuring and large companies; Chapter 11; Theory of rescue and restructuring.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
A variable format: some lecture-discussions, some student-paper-led discussions and some debates. Week 6 will take the form of a reading week.
Formative coursework: One 2,000 word essay.
Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch, Corporate Insolvency Law: Perspectives and Principles (Cambridge University Press, 2009) (2nd edition). Wider background reading will include some comparative law reform and other material including: The Report of the Review Committee on Insolvency Law and Practice (Cork Report) (Cmnd 8558, 1982); T H Jackson, The Logic and Limits of Bankruptcy Law, Harvard (1986).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AK Half Unit

Insolvency Law: Company Liquidation and Stakeholder Interests

This information is for the 2017/18 session.
Teacher responsible: Ms Sarah Paterson
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: It is recommended that students have completed Insolvency Law: Principles, Rescue and Reconstruction Processes (LL4AJ), although this is not essential.
Course content: This course focuses on registered companies and is concerned with the principles and policies underlying the realisation and distribution of assets in an insolvency. The impact of these procedures and approaches on third parties, for example corporate groups, secured and unsecured creditors, directors and employees, is also considered. Topics include: Setting aside transactions. The Pari Passu principle and preferential claims. Secured creditors and security devices. The problem of corporate groups. Company directors in troubled times. Employees in distress. EC and international recognition of insolvency proceedings.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
A variable format: some lecture-discussions, some student-paper-led discussions and some debates. There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch, Corporate Insolvency Law: Perspectives and Principles (Cambridge University Press, 2009) (2nd edition).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AL Half Unit

International Business Transactions: Commercial Litigation

This information is for the 2017/18 session.
Teacher responsible: Dr Jacco Bomhoff NAB 6.09
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. Specialism International business law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Knowledge of conflict of laws (private international law) would be useful but is not essential. A good general understanding of commercial law is essential.
Course content: Jurisdictional problems arising in litigation resulting from international business transactions. The following topics will be studied from the point of view of European Union law, English (common and statute) law, Canadian law and US law: a. General jurisdiction over companies and individuals; b. Jurisdiction over branches and agents; c. Specific jurisdiction over contract and tort claims; d. Constitutional limitations on jurisdiction in the United States.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in Week Six of the MT
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Core textbook: Trevor C Hartley, International Commercial Litigation (Cambridge University Press, 2nd edn, 2015) (selected chapters). Further reading: Born (Gary B) and Rutledge (Peter B), International Civil Litigation in United States Courts: Commentary and Materials (Wolters Kluwer, Austin, Boston, Chicago, New York, the Netherlands, 5th edn, 2011); Fentiman (Richard), International Commercial Litigation (Oxford University Press, Oxford, 2010).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AM Half Unit

International Business Transactions: Advanced Procedure and Tactics

This information is for the 2017/18 session.
Teacher responsible: Prof Trevor Hartley NAB 7.23
Dr Jacco Bomhoff NAB 6.09
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. Specialism International business law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students must have completed International Business Transactions: Commercial Litigation (LL4AL).
Students must have taken LL4AL International Business Transactions: Commercial Litigation or obtained equivalent knowledge elsewhere. Knowledge of conflict of laws (private international law) would be useful but is not essential.
A good general understanding of commercial law is essential.
Course content: Litigation resulting from international business transactions. The following topics will be studied from the point of view of European Union law, English law, Canadian law and US law: choice-of-court agreements; forum non conveniens and lis pendens; antisuit injunctions; freezing orders; arbitration and the Brussels Regulation; obtaining evidence abroad; recognition and enforcement of foreign judgments.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in Week 6 of LT.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Core textbook: Trevor C Hartley, International Commercial Litigation (Cambridge University Press, 2nd edn, 2015) (specified chapters only). Further reading: Born (Gary B) and Rutledge (Peter B), International Civil Litigation in United States Courts: Commentary and Materials (Wolters Kluwer, Austin, Boston, Chicago, New York, the Netherlands, 5th edn, 2011); Fentiman (Richard), International Commercial Litigation (Oxford University Press, Oxford, 2010); Hartley, "Jurisdiction in Conflict of Laws – Disclosure, Third-Party Debt and Freezing Orders" (2010) 126 LQR 194; Layton (Alexander) and Mercer (Hugh) (eds), European Civil Practice (Sweet and Maxwell, London, 2nd edn, 2004); Raphael (Thomas), The Anti-Suit Injunction (Oxford University Press, Oxford, 2008.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AN Half Unit

International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance

This information is for the 2017/18 session.
Teacher responsible: Dr Jacco Bomhoff NAB 6.09
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Knowledge of conflict of laws (private international law) would be useful but is not essential.
Course content: States often aim to regulate activities that transcend their own borders. When such measures are challenged or enforced through litigation, domestic courts become important sites of global governance. This course brings together perspectives from tort & company law, private international law (conflict of laws), public law, and regulation theory, to study such forms of extraterritorial and transnational regulation. Questions for discussion include: What law should a court in England apply to a case involving environmental damage allegedly caused abroad by a multinational mining company? Should companies operating in China ever be bound by US competition law rules or other US regulations? Should the UK Human Rights Act apply to actions by British soldiers in a foreign country? Topics to be studied throughout the course are: (1) Choice of law in tort law and in company law (especially in Europe and the US); (2) Extraterritorial application of statutes (incl. competition law and environmental regulations); (3) extraterritorial application of constitutional- and human rights law; (4) theories of transnational regulation (e.g. institutional roles of courts, regulatory arbitrage).
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Core textbook: Trevor C Hartley, International Commercial Litigation (Cambridge University Press, 2nd edn, 2015) (specified chapters only). Further reading: Christopher Whytock, Domestic Courts and Global Governance, 84 Tulane Law Review (2009); Campbell McLachlan, Foreign Relations Law (Cambridge University Press, 2016); Brilmayer, Goldsmith & O'Hara O'Connor, Conflict of Laws: Cases and Materials (7th edn., 2015).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AP Half Unit

International Business Transactions: Contracts and Property

This information is for the 2017/18 session.
Teacher responsible: Prof Trevor Hartley NAB 5.11
Dr Jacco Bomhoff NAB 6.09
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Knowledge of conflict of laws (private international law) would be useful but is not essential. Good general understanding of commercial law is essential.
Course content: The following topics will be studied from the point of view of European Union law, English (common and statute) law, Canadian law and US law: 1) Principles and theories of choice of law; 2) Proof and application of foreign law; 3) Contracts: applicable law; 4) The international reach of legislation for the regulation of business and the protection of consumers and employees; 5) The private international law aspects of boycotts and embargoes; 6) Exchange controls; 7) Currency problems in international contracts; 8) The international aspects of property transactions; 9) The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Indicative reading Core textbook: Trevor C Hartley, International Commercial Litigation (Cambridge University Press, 2nd edn, 2015) (selected chapters). Further reading: Dicey, Morris & Collins, The Conflict of Laws (Sweet and Maxwell, London, 15th edn, 2012 by Sir Lawrence Collins with specialist editors); Lowenfeld (Andreas F), Conflict of Laws: Federal, State and International Perspectives (LexisNexis, Newark, NJ; San Francisco, CA, 2nd edn, 2002); Plender (Richard) and Wilderspin (Michael), The European Private International Law of Obligations (Sweet & Maxwell, London, 3rd edn, 2009); Proctor (Charles), Mann on the Legal Aspect of Money (Oxford University Press, Oxford, 7th edn, 2012); Symeonides (Symeon C), Perdue (Wendy Collins) and von Mehren (Arthur T), Conflict of Laws: American, Comparative, International (West, St Paul, Minn., 2nd edn, 2003).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AQ Half Unit
Constitutional Theory

This information is for the 2017/18 session.
Teacher responsible: Prof Martin Loughlin NAB 7.12
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Human Rights Law, Legal Theory, Public Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course examines the role of constitutions and the nature of constitutional discourse. It considers the ways in which theorists have advanced understanding of constitutions and devised solutions to a range of constitutional questions. The course addresses the following topics: constitutions, constitutional order, constitutional foundation; constitutionalism; constitutional exception; constitutional rights; constitutional democracy; constitutional adjudication; constitutional recognition; and cosmopolitan constitutionalism.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Much of the reading for the course consists of readings available online and the course is delivered through Moodle. A background text is Martin Loughlin, The Idea of Public Law (OUP, 2003).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AR Half Unit
International Criminal Law 1: Core Crimes and Concepts

This information is for the 2017/18 session.
Teacher responsible: Prof Gerry Simpson NAB 6.13
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Criminology and Criminal Justice, Public International Law, Human Rights Law. This course is capped at 30 students.
Course content: The course looks at the rules, concepts, principles, institutional architecture, and enforcement of what we call international criminal law or international criminal justice, or, sometimes, the law of war crimes. The focus of the course is the area of international criminal law concerned with traditional "war crimes" and, in particular, four of the core crimes set out in the Rome Statute (war crimes, torture as a crime against humanity, genocide and aggression). It adopts a historical, philosophical and practical focus throughout, though the course is mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution. Attention, in this respect, will be directed towards the moral and jurisprudential dilemmas associated with bureaucratic criminality and individual culpability. Topics include Pre-History (Vitoria, Grotius, Gentili, Cicero), Versailles, Nuremberg and Tokyo, the Trial of Adolf Eichmann, Crimes Against Humanity, the Crime of Aggression, Anti-Anti-Impunity, International Criminal Law's Historical Method.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a Reading Week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Georg Schwarzenberger, International Law and Totalitarian Lawlessness, (1943). Judith Shklar, Legalism, (1964). Maurice Hankey, Politics, Trials, Errors (1950). Christine Schwobel, Critical Approaches to International Criminal Law: An Introduction (2015). Sam Moyn, The Last Utopia, (2010). Mark Lewis, The Birth of the New Justice: The Internationalization of Crime and Punishment, 1919-1950 (2014).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AS Half Unit
International Criminal Law 2: Prosecution and Practice

This information is for the 2017/18 session.
Teacher responsible: Dr Devika Hovell
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Criminology and Criminal Justice, Public International Law, Human Rights Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course examines the practice and procedure of international criminal law. Rather than examining the history and core crimes, the course focuses on the fora for prosecution of international crimes and the practice, procedure and politics of international prosecutions.
In terms of the forum for prosecution, we examine the ad hoc international criminal tribunals for Rwanda and the former Yugoslavia and hybrid tribunals such as the Special Tribunal for Lebanon, the Extraordinary Chambers in the Courts of Cambodia and the Special Court for Sierra Leone. We then consider the opportunities for prosecution of international crimes in domestic courts, looking in particular at the principle of universal jurisdiction. Finally, we turn to the International Criminal Court. We consider the foundation of authority of international criminal tribunals, the relationship between the various international criminal tribunals and controversial questions about jurisdiction in current cases.
In terms of practice and procedure, we examine the modes, limits, exclusion and enforcement of individual criminal responsibility. We will look at questions, theory and case law surrounding modes of liability, immunities, defences and state cooperation.
Finally, we will consider future challenges for the prosecution of international crimes. The course will respond to current

controversial issues in international criminal law, such as Palestine's accession to the Rome Statute, the selectivity of international criminal prosecutions, the relationship between domestic legal systems such as Libya and the ICC and the implications of these issues for the legitimacy of the international criminal law project.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Reading lists will be provided for each week's seminar on Moodle. Indicative reading includes Jose Alvarez, 'Crimes of States/Crimes of Hate: Lessons from Rwanda' (1999) 24 Yale Journal of International Law 365; Henry Kissinger, 'The Pitfalls of Universal Jurisdiction', Foreign Affairs (July 2001); Dapo Akande & Sangeeta Shah, 'Immunities of State Officials, International Crimes and Foreign Domestic Courts' (2010) 21(4) European Journal of International Law 815. Students may wish to refer to Robert Cryer et al., An Introduction to International Criminal Law and Procedure (Cambridge, 2010), 2nd edition.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AT Half Unit
Regulation: Strategies and Enforcement

This information is for the 2017/18 session.
Teacher responsible: Prof Gordon Baldwin NAB7.08
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Law and Accounting, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, Master of Laws, Master of Laws (extended part-time study) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is NOT available for students of the MSc Regulation programme.
This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation; Corporate and/or Commercial Law; Criminology and Criminal Justice; Information Technology, Media and Communications Law; Intellectual Property Law; Legal Theory; and Public Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEForYou.
Course content: The course provides an introduction to key topics relating to regulatory strategies and their implementation. It deals with issues from a comparative and generic perspective and draws on approaches encountered in public administration, socio-legal studies and institutional economics. Topics include:
• Introductory: What is Regulation?
• Why Regulate?
• Regulatory Strategies (a) Commands
• Regulatory Strategies (b) Incentives
• Enforcement Tools and Strategies
• Responsive Approaches to Enforcement
• Emissions Trading
• Franchising
• Risk-Based Regulation
• Risk Selection and Low Risk Regulation
Teaching: 20 hours of seminars in the MT.
Teaching will be based on a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.There will be a Reading Week in week 6 of the MT and one revision session in MT.
Formative coursework: One 2,000 word essay.
Indicative reading: R Baldwin, M Cave and M. Lodge Understanding Regulation 2nd ed.(OUP, 2012); R. Baldwin, M. Cave and M. Lodge (ed.) Oxford Handbook on Regulation (OUP, 2010) R Baldwin, C Hood & C Scott, Socio-Legal Reader on Regulation (OUP, 1998); Responsive Regulation: Transcending the Deregulation Debate by Ian Ayres and John Braithwaite (OUP, 1992). B. Morgan and K. Yeung (2007) An Introduction to Law and Regulation (Cambridge University Press, 2007); J. Jordana and D. Levi-Faur (2004/eds) The Politics of Regulation (Edward Elgar, 2004) A Ogus, Regulation (OUP, 1994); R Baldwin, Rules and Government (OUP, 1995); I Ayres & J Braithwaite, Responsive Regulation (OUP, 1992).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AU Half Unit
Regulation: Legal and Political Aspects

This information is for the 2017/18 session.
Teacher responsible: Dr Veerle Heyvaert
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Law and Accounting, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, Master of Laws, Master of Laws (extended part-time study) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is NOT available for students of the MSc Regulation programme.
This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation; Corporate and/or Commercial Law; Criminology and Criminal Justice; Information Technology, Media and Communications Law; Intellectual Property Law; Legal Theory; and Public Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: Students must have taken Regulation: Strategies and Enforcement (LL4AT) .
Course content: The course aims to give students an essential grounding in theories of regulation as these relate to the evaluation of regulatory regimes and the challenges of accounting for regulatory practice. Different ways of understanding regulatory developments will be discussed as will the set of challenges that arise when regulation is carried out by numbers of regulators at different levels of government. Topics dealt with will include:
• What is Good Regulation?
• Accountability & Regulation
• Regulation and Cost Benefit Analysis
• The Better Regulation Movement
• Self-Regulation
• Rules, Standards and Principles
• Regulatory Competition
• Regulatory Networks
• Lenses for Viewing Regulation
• The Future of Regulation
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: R Baldwin, M Cave and M. Lodge, Understanding Regulation 2nd ed.(OUP, 2012); R. Baldwin, M. Cave and M. Lodge (ed.) Oxford Handbook on Regulation (OUP, 2010) R Baldwin, C Hood & C Scott, Socio-Legal Reader on Regulation (OUP, 1998); Responsive Regulation: Transcending the Deregulation Debate by Ian Ayres and John Braithwaite (OUP, 1992). B. Morgan and K. Yeung (2007,) An Introduction to Law and Regulation (Cambridge University Press, 2007); J. Jordana and D. Levi-Faur (2004/eds), The Politics of Regulation (Edward Elgar, 2004) A Ogus, Regulation (OUP, 1994); R Baldwin, Rules and Government (OUP, 1995); I Ayres & J Braithwaite, Responsive Regulation (OUP, 1992).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AV Half Unit Not available in 2017/18
Global Trade Governance: Contemporary Issues

This information is for the 2017/18 session.
Teacher responsible: Prof Andrew Lang NAB 6.19
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. LLM Specialisms. Students must apply through Graduate Course Choice on LSEforYou.
This course will be relevant to the following LLM specialisms: Competition, Innovations and Trade Law, Public International Law, International Business Law.
Pre-requisites: Students must have completed Foundations of International Economic Law (LL4B1).
Course content: The aim of this course is to allow students with a particular interest in global economic governance to explore a greater diversity of topics than is possible in one term only. At one level, this involves covering a greater range of WTO agreements, including this TBT Agreement, Subsidies Agreement, SPS Agreement, the GATS, TRIPs and others. In addition, however, there is a much greater emphasis in this course (as compared to the Core Principles course) on using issues of contemporary trade governance to explore broader questions concerning the modalities of contemporary economic governance at the global level. Core themes of concern will include: international legal pluralism; the role of knowledge practices and the aesthetics of expertise in international economic governance, international economic law 'after the crisis', the emergence of new 'developmentalism' and its prospects, and spaces and modalities of contestation in contemporary global economic governance. Class Schedule (Indicative Only) 1. The WTO and global food governance: the SPS Agreement and the Agreement on Agriculture 2. Contemporary issues in subsidies regulation 3. Trade remedies and contingent protection 4. The TBT Agreement 5. Advanced issues in WTO dispute settlement 6. The new regionalism: TTIP and TPP 7. The new developmentalism 8. The WTO and the global financial crisis
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Detailed reading lists and class outlines for each week are available through the Moodle page for this course. You are expected to come to class having read the Essential Reading for that week, all of which is readily available either in electronic form, or in hard-copy in the library. The items listed under Further Reading will assist those of you who wish to research more deeply into a particular topic, either in the context of exam preparation or the writing of a dissertation.
There are two textbooks for this course, and you may purchase either. One is Trebilcock and Howse, The Regulation of International Trade, 4th ed., (Routledge, 2013). The other is Van den Bossche, The Law and Policy of the World Trade Organization: Texts, Cases and Materials, 3rd ed., (Cambridge University Press, 2013). You must also purchase a copy of The Legal Texts: The Results of the Uruguay Round of Multilateral Trade Negotiations, (Cambridge University Press). This contains most of the basic documents required for the course. An unmarked version of this text will be the only text allowed into the examinations. Students should ensure that they refrain from marking the text.
You may find it helpful to own or have ready access to a copy of Lester and Mercurio, World Trade Law: Text, Materials and Commentary (2nd ed, 2012).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AW Half Unit
Foundations of International Human Rights Law

This information is for the 2017/18 session.
Teacher responsible: Prof Susan Marks NAB 7.14
Availability: This course is available on the MSc in Development Studies, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is part of the following LLM specialisms: Public International Law, Human Rights Law.
This course is capped at 30 students.
Pre-requisites: None (but please note that this course is a pre-requisite for Selected Topics in International Human Rights Law (LL4AX).
Course content: The course provides an introduction to the historical developments, institutional arrangements and central principles that have given shape to the regime of international human rights law. We consider enduring debates around the foundations and universality of human rights, and look at a range of issues relating to the interpretation and application of human rights treaties, such as reservations, derogations and extraterritoriality. We also examine ongoing efforts to reform the institutions and procedures of international human rights law. Through the study of relevant concepts, norms, processes and debates, students are encouraged to develop an informed and critical assessment of the significance of international human rights law as a force for emancipatory change.
Teaching: 20 hours of lectures in the MT. 2 hours of lectures in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings are likely to include: Charles Beitz, The Idea of Human Rights (2009); Conor Gearty and Costas Douzinas (eds.), The Cambridge Companion to Human Rights Law (2012); and Philip Alston and Frédéric Mégret, The United Nations and Human Rights: A Critical Appraisal (2017).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AX Half Unit
Selected Topics in International Human Rights Law

This information is for the 2017/18 session.
Teacher responsible: Prof Susan Marks NAB 7.14
Availability: This course is available on the MSc in Development Studies, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is part of the following LLM specialisms: Public International Law, Human Rights Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: Students must have completed Foundations of International Human Rights Law (LL4AW).
Course content: Building on Foundations of International Human Rights Law (LL4AW), this course explores international human rights law through a range of contemporary topics. We consider such phenomena as torture, the death penalty and hunger, and also investigate the bearing of international human rights law for such issues as development, climate change and big data. Through the study of relevant concepts, norms, processes and debates, students are encouraged to develop an informed and critical assessment of the significance of international human rights law as a force for emancipatory change.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings are likely to include: Kenneth Roth and Minky Worden (eds.), Torture: Does It Make Us Safer? Is It Ever Okay? A Human Rights Perspective (2005); Olivier de Schutter and Kaitlin Cordes (eds.), Accounting for Hunger: The Right to Food in the Era of Globalisation (2011); and Bard Andreassen and Stephen Marks (eds.), Development as a Human Right: Legal, Political and Economic Dimensions (2010).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AY Half Unit
International Tax Systems

This information is for the 2017/18 session.
Teacher responsible: Mr Eduardo Baistrocchi NAB 7.33
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: International Business Law, Taxation.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students should have at least a basic knowledge of a tax system of a country (not necessarily the UK) or be studying LL4Z1 Business Taxation.
Course content: This course examines how taxation applies to transactions in the international context. The focus is on rules that operate at an international or supra-national level, though we will look at some domestic rules that are important to international taxation and that can be found in a number of important tax systems. The course will look at a series of international transactions, starting with the very basic example of an export and import of goods and culminating with the treatment of some complex and artificial structures. The features of tax systems will be studied through these transactions, particularly those features found in double tax conventions and in the law of the European Union. In the first part of the course this will be supplemented by introductions to some key foundation concepts that are needed in the study of international taxation. Throughout the course examples will be drawn from the tax systems of a range of countries.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
This will be based on a format of lecture-discussions with the possibility of guest speakers where appropriate and depending on numbers. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students are asked to submit one 2,000 word essay.
Indicative reading: Detailed reading lists will be provided during the course via Moodle.
Recommended preliminary reading: Avi-Yonah, Reuven S., 'Double Tax Treaties: An Introduction' (2007). Available at SSRN: http://ssrn.com/abstract=1048441; Baistrocchi, Eduardo A., 'The Use and Interpretation of Tax Treaties in the Emerging World: Theory and Implications' [2008] British Tax Review 352. Available at SSRN: http://ssrn.com/abstract=1273089; Roxan, Ian, 'Limits to Globalisation: Some Implications for Taxation, Tax Policy, and the Developing World' (January 30, 2012). LSE Legal Studies Working Paper No. 3/2012. Available at SSRN: http://ssrn.com/abstract=1995633
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AZ Half Unit
International Tax Systems: Advanced Problems

This information is for the 2017/18 session.
Teacher responsible: Eduardo Baistrocchi, Room NAB 7.33.
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: International Business Law, Taxation.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students should have at least a basic knowledge of a tax system of a country (not necessarily the UK) or be studying LL4Z1 Business Taxation.
Course content: The course will look at a series of international transactions, focusing on the treatment of some complex and artificial structures. They include base erosion, profit shifting and the resolution of transfer pricing disputes. Throughout the course examples will be drawn from the tax systems of a range of countries from the OECD and non-OECD worlds.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
This is based on a format of lecture-discussions with the possibility of guest speakers where appropriate and depending on numbers, corresponding fortnightly one-hour classes.
There will be a reading week in week 6.
Formative coursework: Students are asked to submit one 2,000 word essay.
Indicative reading: Detailed reading lists will be provided during the course via Moodle.
Recommended preliminary reading
Baistrocchi, Eduardo, The International Tax Regime and the BRIC World: Elements for a Theory (May 10, 2013). Oxford J Legal Studies, May 2013. Available at SSRN: https://ssrn.com/abstract=2336294; Ring, Diane M., International Tax Relations: Theory and Implications. Tax Law Review, Vol. 60, p. 83, 2007; Boston College Law School Research Paper No. 97. Available at SSRN: https://ssrn.com/abstract=900406; Dharmapala, Dhammika and Hines Jr., James R., Which Countries Become Tax Havens? (May 2009). Available at SSRN: https://ssrn.com/abstract=952721 or http://dx.doi.org/10.2139/ssrn.952721
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4B1 Half Unit
Foundations of International Economic Law

This information is for the 2017/18 session.
Teacher responsible: Mr Christopher Thomas and Prof Andrew Lang
Availability: This course is available on the MSc in Development Studies, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Course content: The aim of the course is to study in detail those aspects of public international law which are concerned with international economic relations. We will concentrate on the core principles, norms and policies of international trade governed by the World Trade Organization. The course topics may include:
- Historical background of the international economic order
- Theoretical approaches to international political economy
- WTO decision-making and dispute settlement
- GATT/WTO basic principles: MFN, national treatment, tariffs, quotas and exceptions
- Selected additional topics chosen from amongst: Trade in Services; Trade-Related Intellectual Property Rights; Technical

Barriers to Trade; Sanitary and Phytosanitary Measures; Subsidies and Countermeasures; Anti-Dumping; Relationship between the WTO and regional integration; Trade and public health / environment / human rights / development.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Recommended: Trebilcock, Howse, and Eliason, The Regulation of International Trade (4th ed, Routledge, 2012); Van den Bossche, The Law and Policy of the World Trade Organization: Text, Cases and Materials (3rd ed, Cambridge UP, 2013).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BA Half Unit

International Law and the Movement of Persons within States

This information is for the 2017/18 session.
Teacher responsible: Dr Chaloka Beyani and Dr Louise Arimatsu
Availability: This course is available on the MSc in Human Rights, MSc in International Migration and Public Policy, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Public International Law and Human Rights Law.
This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the movement of persons within States and protection of internally displaced persons are situated. The course explores the overlap between International Human Rights Law, International Humanitarian Law and Humanitarian Assistance with respect to internally displaced persons. It covers: the definition of internally displaced persons; individual criminal responsibility for forcible displacement before ad hoc Tribunals with criminal jurisdiction and the International Criminal Court; standards applicable in international law to the protection of internally displaced persons, the regime of humanitarian assistance to displaced persons; and finally the institutional protection of internally displaced persons by the United Nations Special Rapporteur on the Human Rights of Internally Displaced Persons, the United Nations High Commissioner for Human Rights, and the United Nations High Commissioner for Human Refugees. Topics include:
- Regulation of movement within States in International Law
- Territorialism, movement, and displacement
- Internally displaced persons and the role of the UN Special Rapporteur on the Human Rights of Internally Displaced Persons
- Protection of Internally Displaced Persons in International Human Rights Law
- Protection of Internally Displaced Persons in International Humanitarian Law
- The Regime of Climate Change induced Displacement
- Individual Criminal Responsibility for Forcible Displacement
- Institutional Protection and Humanitarian Assistance
- Internally Displaced Persons in Post-Conflict Situations
- Remedies and 'durable' solutions for Internally Displaced Persons.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
This will be based on a seminar format with structured discussions, debates, and presentations by students and guest speakers where appropriate.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: C.Phuong, International Protection of Internally Displaced Persons (Cambridge, S. Leckie, Housing and Property Restitution Rights of Refugees and Displaced Person (CUP, 2014. J. McAdam, Climate Change, Forced Migration, and International Law (OUP, 2012)
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BB Half Unit

International Law and the Movement of Persons Between States

This information is for the 2017/18 session.
Teacher responsible: Dr Chaloka Beyani
Availability: This course is available on the MSc in Human Rights, MSc in International Migration and Public Policy, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Public International Law and Human Rights Law.
This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the protection of asylum seekers, refugees and refugee women, and migrants are situated. The course explores the overlap between International Refugee Law, International Human Rights Law, International Criminal Law, the phenomenon of Migration, including Human Trafficking in the context of refugees, legal and illegal migrants. It covers: the definition of refugees, legal and illegal migrants, including trafficking in human beings; the concepts of 'well-founded fear' of persecution and group eligibility to refugee protection; procedures for determining refugee status on an individual and group basis, in Africa, Asia, Australia, the European Union, North America, and Latin America; temporary protection; the process of exclusion from refugee protection; the role, in refugee law and human rights, of the principle of non-refoulement in refugee protection; the cessation of refugee status, voluntary repatriation, and safe return; standards applicable in international law to the protection of refugees, migrants, and evolving standards against human trafficking; the regulation of migration in regional economic and political unions, namely the European Union, East African Community, the Union of West African States, the Caribbean Community and the Southern African Development Community; and finally the institutional protection of refugees, and migrants by the United Nations High Commissioner for Refugees and the, the International Organisation for Migration. Topics include:
- International Law and the Movement of Persons Between States
- Definition of Refugees
- The Right to Seek and Obtain Asylum and Determination of Refugee Status
- Exclusion from Refugee Protection
- Protection of asylum seekers and refugees from Refoulement
- Standards of Protection and cessation of refugee status
- Definition of Migrants
- Protection of Migrants in International Human Rights Law
- Regional Integration and Migration
- Trafficking in Human Beings and Human Smuggling

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
This is based on a seminar format with structured discussions, debates, and presentations by students and guest speakers where appropriate.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: G.S. Goodwin-Gill and Jane MacAdam, The

Refugee in International Law, 3rd ed., (Oxford, 2007) J. Hathaway, The Rights of Refugees under International Law (Cambridge, 2005) E. Feller, V. Turk and F. Nicholson, Refugee Protection in International Law: UNHCR's Global Consultations on International Protection (Cambridge University Press 2003) I. Brownlie and G. Goodwin-Gill, Basic Documents on Human Rights latest edition, Oxford: Clarendon Press, OR Ghandi, International Human Rights Documents, latest edition, Oxford: Clarendon Press
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BE Half Unit Not available in 2017/18
Principles of Financial Regulation

This information is for the 2017/18 session.
Teacher responsible: Prof Julia Black NAB 7.09
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Accounting, Organisations and Institutions, MSc in Law and Accounting, MSc in Regulation, MSc in Risk and Finance, Master of Laws and Master of Laws (extended part-time study). This course is not available as an outside option.
This course is capped at 90 students. This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation, Corporate and Securities Law and International Business Law.
Course content: This course examines the principles of financial regulation and the dynamics of the regulatory structures at the international, EU and UK level. The aim is to develop a critical understanding of the changing conceptual framework for financial regulation, and an awareness of its practical operation. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects.
No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complementary to a number of other courses.
The syllabus includes the following topics:
• Dynamics of financial crises
• Economic theories of financial markets
• Sociological theories of financial markets
• Shifting rationales of regulation
• Dynamics of regulation at the global, EU and national level (focusing on the UK)
• Regulation inside firms including the corporate governance of financial institution • Strategies of supervision and enforcement.
Teaching: 20 hours of seminars in the MT.
There will be 10 two-hour seminars in up to 3 parallel groups (each with a maximum of 30 students) and one revision seminar. A number of guest lecturers may also be invited to give lectures on their specialist areas.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students electronically where possible. In addition, the students will be invited to do independent reading. Good general introductions are A. Turner et al, The Future of Finance: The LSE Report (2011) and D. Tarullo, Banking on Basel (2008) and E. Avgouleas, Governance of Global Financial Markets (2012).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

LL4BF Half Unit
International Financial Regulation

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Paech NAB 7.05
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in Law and Accounting, MSc in Regulation, MSc in Risk and Finance, Master of Laws, Master of Laws (extended part-time study) and Master of Public Administration. This course is not available as an outside option.
This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation, Corporate and Securities Law and International Business Law. This course is capped at 60 students.
Course content: This course focuses on the micro- and macro-prudential regulation of financial institutions and the financial system. It examines the prudential regulation of banks, bank resolution schemes, the regulation of shadow banking and other regulatory attempts to ensure financial stability. The focus will be on the regulation of national and international aspects of financial institutions and the financial system, rather than on private law and transactional aspects.
No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required.
The syllabus may include the following topics:
The Rational of International, EU and UK Regulatory Structures
Core concepts of Financial Regulation, pre- and post-Crisis
Financial Stability – Policy Issues, Principles and Global Standard Setters
Prudential Regulation of Banks – The Basel Accords
The EU Banking Union
National and Cross-border Resolution of Failing Banks
Regulating Shadow Banks
Regulating Alternative Investment Funds
Regulating Credit Rating Agencies
Teaching: 20 hours of lectures and 5 hours of classes in the LT. 1 hour of lectures in the ST.
There will be 10 two-hour lectures, plus 'follow-up' classes if numbers exceed 30. A number of guest lecturers may also be invited to give seminars on their specialist areas. There will be a Reading Week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. The course offers also a voluntary mock exam.
Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students electronically where possible. In addition, the students will be invited to do independent reading. A good general introduction is J. Armour et al, Principles of Financial Regulation, OPU 2016
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BG Half Unit Not available in 2017/18
Rethinking EU Law

This information is for the 2017/18 session.
Teacher responsible: Dr Michael Wilkinson NAB 6.28
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

For the LLM (Specialisms: European Law, Legal Theory, Public Law, Human Rights Law)
Course content: The course examines the philosophical and theoretical underpinnings of the EU and European Union law: it explores issues such as the nature and evolution of the EU and its legal order, its relationship to international law, its democratic and constitutional credentials, the place of fundamental rights and their relationship to market freedoms and the idea of a European economic constitution, which underlies the law of the Internal Market. It offers students a deeper understanding of the structures and systems that inform EU law but also an opportunity to think about how European integration informs our ideas of law and the modern state.
Teaching: 22 hours of seminars in the MT.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: J Dickson and P Eleftheriadis (eds), Philosophical Foundations of European Union Law (OUP 2011); J Habermas, The Crisis of the European Union : A Response (Polity 2012); P Lindseth, Power and Legitimacy: Reconciling Europe and the Nation-State (OUP 2010); A Moravcsik, The Choice for Europe: Social Purpose and State Power from Messina to Maastricht (UCL Press 1990); J Neyer and A Weiner (eds), Political theory of the European Union (OUP 2011); F Scharpf, Governing in Europe (OUP 1999); A Stone Sweet, The Judicial Construction of Europe (OUP 2004); JHH Weiler, The Constitution of Europe : "Do the New Clothes Have an Emperor?" And Other Essays on European Integration (CUP 1999); A Wiener and T Diez (eds), European Integration Theory 2nd ed (OUP 2009)
Assessment: Essay (100%) in the LT.

LL4BH Half Unit Not available in 2017/18
Contemporary Issues of European Union Law

This information is for the 2017/18 session.
Teacher responsible: Dr Jan Komarek COW 1.04
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
For the LLM (Specialisms: European Law, Public Law, Human Rights Law)
Pre-requisites: Basic knowledge (at an undergraduate level) of EU law is required.
Course content: "If the euro fails, Europe fails", warned the German chancellor Angela Merkel in 2011 at the (first) apex of the sovereign debt crisis. Since then the European Union has faced many more potential failures – and crises.
The course has two aims: first, to analyse the crises and challenges Europe is facing and prospects of the Union to stand up to them. Second, in order to understand the many crises in Europe, we need to understand Europe and European integration. We will therefore study some of its foundational values and concepts that form its legal and political vocabulary.
What kind of crises and challenges? Which values and concepts? Financial crisis, of course – but that has given way in public discourse to another crisis: the "refugee crisis". So far the European states – and their Union – were not capable to deal with it and the Union is more and more seen as a source, and not the solution to it. But there is a deeper issue here as well, going to the very heart of what Europe stands (or wants to stand) for: irregular migrants "are treated as both security threats to Europe and as lives that are threatened and in need of saving". How this tension is (not) being solved suggests something about the importance of borders and security for the legitimacy of the government, "governmentality" and technologies of power in today's Europe.
With the border crisis another boundary re-emerged in the political discourse: that between West and East, or liberal-democratic Europe and Europe at the "end of post-communism". Easterners are yet again being told to learn the terms of their membership in the EU, which contain also "solidarity": with the refugees ("the lives to be saved") and the states that bear a disproportionate burden ("lives as liabilities"). What does solidarity mean in today's Europe and which place it does it have in the whole integration project? There are other problems in the East: after the Union failed to prevent the rise of an illiberal (and increasingly authoritarian) regime in Hungary, it wants to do better this time: on 13 January of this year the Commission decided to start "the structured dialogue under the Rule of Law Framework" with Poland – a first step which may eventually end with imposing sanctions on Poland for the violation of the Union's foundational values prescribed by Article 7 TEU.
Is this Europe's role, however, given its own problems with democracy and political legitimacy? Isn't this yet another sign of the German dominance in Europe, something the integration project had been succeeding in preventing, but today seems rather to contribute to? Do we have German Europe today rather than European Germany?
Is not the Union best understood as a cooperative enterprise among the member states aimed principally at securing economic prosperity through free trade promotion, as many people in the UK seem to believe? The debate around Brexit, as well as the Transatlantic Trade and Investment Partnership (TTIP) currently negotiated between the Union and the United States both provide a focal point for such debate.
We will therefore discuss the challenge of Europe's purpose, identity and its relationship to the people of Europe too – all related to the issues mentioned above.
Teaching: 22 hours of seminars in the LT.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. The formative essay serves as a basis for the assessed essay.
Indicative reading: G de Búrca and JHH Weiler (eds), The Worlds of European Constitutionalism (CUP 2012), P Lindseth, Power and Legitimacy: Reconciling Europe and the Nation-State (OUP 2010); F Scharpf, Governing in Europe (OUP 1999); K and K Tuori, The Eurozone Crisis (CUP 2014). JHH Weiler, The Constitution of Europe : "Do the New Clothes Have an Emperor?" And Other Essays on European Integration (CUP 1999).
Assessment: Essay (100%, 8000 words) in the ST.

LL4BK Half Unit
Corporate Crime

This information is for the 2017/18 session.
Teacher responsible: Mr Jonathan Fisher
Availability: This course is available on the MSc in Accounting and Finance, MSc in Criminal Justice Policy, MSc in Law and Accounting, MSc in Regulation, MSc in Risk and Finance, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation Corporate and/or Commercial Law Corporate and Securities Law Criminology and Criminal Justice International Business Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course focuses on crime committed within the commercial and business environment. The law is responding to the challenges presented by corporate crime; as the primary vehicle for commercial activity, unacceptable corporate practices are increasingly made the object of criminal sanction and causes of action in civil law. The course considers the principles of corporate criminal liability and the consequences of conviction for a corporation. The exercise of prosecutorial discretion in corporate crime cases, with a consideration of options such as deferred prosecution agreements, is examined in the context of multi-

agency and cross-border investigations. The course proceeds to address the enormous challenges in the international fight against corruption. As well as exploring the nature, extent and consequences of corruption, the course examines international responses and their implementation into domestic law. In addition, the course considers other significant areas of potential corporate criminality involving accounting misstatements, cartels and tax offences. The multiple tensions triggered by internal investigations into corporate criminality are also explored in the context of a director's duties to preserve the company's assets in a manner consistent with disclosure obligations owed to its stakeholders and the financial markets. The increasing emphasis placed by the law on a company's obligation to prevent the occurrence of corporate crime is also examined. The course concludes with an exploration of the various ways in which a corporation can be abused by fraudulent trading and trading whilst insolvent, and as well as by organised criminals to conceal the proceeds of their criminal activity. There is no overlap between this course and the course on Financial Crime in the Lent (second) Term.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.

The first half of the session is lecture format, the second half seminar format. Students have an opportunity to work with other students in the presentation of seminars. Week 6 is a reading week. There is one revision session in the summer term.

Formative coursework: One 2,000-word essay.

Indicative reading: Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course; however, all the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library and the internet. Preliminary reading is not required but for an understanding of the areas covered in the course students may read Wells: Corporations and Criminal Responsibility, 2nd edition, 2001, Oxford University Press; Gobert & Punch: Rethinking Corporate Crime, 2003, Butterworths LexisNexis; Green: Lying, Cheating and Stealing: A Moral Theory of White Collar Crime, 2007, Oxford University Press.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BL Half Unit
Financial Crime

This information is for the 2017/18 session.

Teacher responsible: Mr Jonathan Fisher

Availability: This course is available on the MSc in Accounting and Finance, MSc in Criminal Justice Policy, MSc in Law and Accounting, MSc in Regulation, MSc in Risk and Finance, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation Corporate and/or Commercial Law Corporate and Securities Law Criminology and Criminal Justice International Business Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course focuses on financial crime committed within the commercial and business environment and explores current perspectives in the detection, investigation and prosecution of these cases in the wake of the global financial crisis. The introductory session explores the taxonomy of financial crime, examining the nature and extent of financial crime, its social and economic impact and the perceived ambivalence to the prosecution of financial crime offenders. The course explores a definition of fraud through a consideration of notions of dishonesty and deception, examining the role of consent and the interaction between the criminal law and civil law notions of property and trust. Cybercrime is the most prevalent way in which fraud is committed today. In addition to exploring its nature and scale, the course considers how the criminal law is deployed to combat cybercrime. The engagement between financial crime and the global financial crisis is a critically important topic and the course examines offences such as insider dealing and misleading the financial markets. In addition, the course explores the potential criminality of other practices such as manipulating the financial markets, short selling and reckless risk taking. International initiatives to promote asset confiscation and penalise money laundering have featured heavily in the fight against financial crime. The course examines the tensions which arise when these initiatives are implemented into domestic law. Finally, the course explores the difficulties encountered by the enforcement authorities when investigating financial crime cases and the potential incompatibility between the exercise of compulsory interrogation powers and privacy issues. The course concludes with a session on the principles of sentencing in financial crime cases. There is no overlap between this course and the course on Corporate Crime in the Michaelmas (first) Term. Corporate Crime is not a pre-requisite for this course.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

The first half of the session is lecture format, the second half seminar format. Students have an opportunity to work with other students in the presentation of seminars. Week 6 is a reading week. There is one revision session in the summer term.

Formative coursework: One 2,000-word essay.

Indicative reading: Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course; however, all the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library and the internet. Preliminary reading is not required but for an understanding of the areas covered in the course students may read Green: Lying, Cheating and Stealing: A Moral Theory of White Collar Crime, 2005, Oxford University Press; Ryder: Financial Crime in the 21st Century, Law and Policy, 2011, Edward Elgar; Edelbacher, Kratcoski, Theil: Financial Crimes, A Threat to Global Security, 2012, CRC Press Taylor & Francis Group.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BM Half Unit Not available in 2017/18
The Legal Protection of Inventions

This information is for the 2017/18 session.

Teacher responsible: Dr Siva Thambisetty NAB 7.29

Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Information Technology, Media and Communications Law, Intellectual Property Law, Corporate and Commercial Law, International Business Law, and Competition, Innovation and Trade Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course provides an advanced and comprehensive introduction to the legal protection of invention through patents. Legally defined inventions are everywhere - in the velcro used to fasten a gym bag, in the tap or touch of a smartphone, in the food we eat, the medicines we take, the clothes we wear and in the buildings we live in. There are yet more inventions in the innovation pipeline and some that live only in our fertile technical imagination. Patent rights over such inventions increasingly intersect with diverse values such as competitive innovation, income equality, universal healthcare, regulation of risky technologies and the autonomy to pursue scientific prospects. In this course we will study the basics of patent prosecution as well as the theoretical and actual relationship between patents and innovation, both in law and in economics.

Students will address central patentability criteria as well as patent eligibility for inventions that incorporate software, biotechnology or morally controversial technologies. These topics often call for a comparative approach based on UK, EU and US patent law. The aims of this course are to gain in-depth knowledge of patent law doctrine, familiarity with widely different contexts of innovation and a sound critical approach to the general principles of the legal protection of inventions. Students do not need a scientific background and will be supported in learning the relevant technical aspects.
Topics covered include: Novelty, inventive step, person skilled in the art, industrial applicability, sufficiency of disclosure, computer implemented inventions and business methods, biotechnology, exclusions (such as animal varieties, diagnostic methods, on grounds of morality) and the fundamentals of claim construction.
This course is a pre-requisite for LL4BN and students are encouraged to consider taking both courses.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
This is a Lent term course, and consists of 10 weekly two-hour seminars in variable format including lecture-discussions and student-led seminars. There will be a Reading Week in week 6 of LT.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Weekly reading will include core chapters from books, cases and articles from law reviews. Bentley and Sherman Intellectual Property Law Oxford University Press 2014. Fysh et al The Modern Law of Patents Lexis Nexis Butterworths. Michael Spence Intellectual Property Clarendon Law Series 2007. Tanya Aplin Intellectual Property Law: Text, Cases and Materials (Oxford University Press 2013). Justine Pila The Requirement for an Invention in Patent Law (OUP 2010)
Assessment: Essay (100%, 8000 words) in the LT.

LL4BN Half Unit Not available in 2017/18
Innovation, Technology and Patent Law

This information is for the 2017/18 session.
Teacher responsible: Dr Siva Thambisetty NAB 7.29
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Information Technology, Media and Communications Law, Intellectual Property Law, Corporate and Commercial Law, International Business Law and Competition, Innovation and Trade Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students must have completed The Legal Protection of Inventions (LL4BM).
Course content: This course will build on the comprehensive and advanced introduction to patent law provided in LL4BM to address sophisticated issues of law and public policy through multiple perspectives. Thematic focus in seminars may include institutional theory, understanding of technology cycles, competition policy, international powers of norm-setting and trade related coercion, the reasonableness and confusion surrounding the demands of the global pharmaceutical industry, the utilitarian balance between patent rights and the freedom to conduct research, the meaning of efficiency in patent law and bioethics. Some of the case studies that will be covered include infringement and the freedom to repair, plant variety rights, synthetic biology, TRIPS and access to patented medicines, the research use exception, patent offices, patent litigation and the need for a unitary patent court, competition law and policies in the technology and pharmaceutical sector. This course complements several areas of national and international law and policy.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
This is a Lent term course, and consists of 10 weekly two-hour seminars in variable format including lecture-discussions, student-led seminars and guest lecturers where appropriate. Students are expected to participate in class discussions and critically explore further implications of the reading covered each week.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Weekly readings will include book chapters, law review articles, reports and studies as well as cases. Robert Merges Justifying Intellectual Property Law HUP 2011. James Boyle The Public Domain: Enclosing the Commons of the Mind Yale University Press 2008 (free access online). Boldrin and Levin Against Intellectual Monopoly CUP 2010. Alexander Stack International Patent Law: Cooperation, Harmonisation and an Institutional Analysis of WTO and WIPO Edward Elgar 2012. Justine Pila The Requirement for an Invention in Patent Law OUP 2010. A Pottage and B Sherman Figures of Invention: A History of Modern Patent Law OUP 2011
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BP Half Unit Not available in 2017/18
Current Issues in Intellectual and Cultural Property Law

This information is for the 2017/18 session.
Teacher responsible: Prof Robert Pottage NAB 7.21
Availability: This course is available on the MSc in Law, Anthropology and Society, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
Not available 2016/17
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
This course will be relevant to the following LLM specialisms: Intellectual Property Law; Legal Theory and Competition, Innovation and Trade Law
Course content: This course takes a broadly historical, theoretical and contextual approach to the study of intellectual and cultural property law. It focuses on a set of topical questions that illuminate paradigms, institutional models and social and economic formations that cut across the diversity of intellectual and cultural property regimes; questions about the nature of property in intangible things, about the implications of the transnational expansion of intellectual property forms and institutions, about the role of comparative analysis in the study of intellectual property, or about how regimes forged in the era of industrialization have adapted to new modes of production and distribution. These expansive questions are not asked in abstraction. Seminars will focus on specific case studies of institutions, transactional forms and social effects. Many of these studies are chosen for their topicality, so the contents of the course will evolve from year to year, but seminar topics might include: the emergence of new regimes of open source biotechnology, the evolution of non-conventional trade marks such as scents, textures and shapes; the effects of regime-shifting between different international frameworks for the regulation of questions of intellectual property; the bases of emerging markets in cultural property and heritage; the re-emergence of old tensions between droit d'auteur and copyright in the context of open source licensing or human rights negotiations; the nature of 'negative spaces' (the fashion industry, magicians, manga and stand up comedy) within the otherwise pervasive order of intellectual property; the nature of the link between legal incentives and technological innovation; the usefulness of economic models in understanding the proprietary value of patents. The object of the course is to introduce key themes in critical debates about intellectual property, and to offer a set of conceptual resources that might be drawn upon in more specialized LLM courses in intellectual property.

Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Biagioli, Jaszi & Woodmansee, Making and Unmaking Intellectual Property (2011). Benkler, The Wealth of Networks (2006). Boyle, The Public Domain. Enclosing the Commons of the Mind (2009). Miles, Art as Plunder. The Ancient Origins of Debate About Cultural Property (2008).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BQ Half Unit Not available in 2017/18
Trade Mark Law

This information is for the 2017/18 session.
Teacher responsible: Alain Pottage
Availability: This course is available on the MSc in Law and Accounting, MSc in Law, Anthropology and Society, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Intellectual Property Law; Information Technology, Media and Communications Law
Pre-requisites: None
Course content: This foundation course offers an in depth analysis of legislation and case law concerning registered trademarks in the UK and EU, against the backdrop of relevant developments in international and comparative law. Topics covered include: an introduction to national, regional and international trade mark registration systems; the background of unfair competition law; registration requirements; absolute grounds and relative grounds of refusal of registration; the scope of trade mark rights; the tests for infringement - confusion and dilution; exceptions and defences.
Teaching: 20 hours of seminars in the LT.
There will be a Reading Week in week 6 of LT.
Formative coursework: One 2,000 word essay.
Indicative reading: Core Textbook - L Bently and B Sherman Intellectual Property 4th ed (OUP, Oxford 2014). Students will be expected to read widely in designated journals and books. All of the recommended cases and journal articles are available in electronic form and additional materials will be made available on the Moodle website which supports this course. A detailed reading list will be provided for the course, but the following are indicative: Available in the Library: L Bently, J Davis, J Ginsburg (eds) Trade Marks & Brands: An Interdisciplinary Critique (CUP, Cambridge 2008); A Arvidsson, Brands. Meaning and Value in Media Culture (Routledge, London 2006); C Lury, Brands. The Logos of the Global Economy (Routledge, London 2004); G Dinwoodie & M Janis (eds) Trade Mark Law and Theory: A Handbook of Contemporary Research (Edward Elgar, Cheltenham 2008); S Maniatis & D Botis, Trade Marks in Europe: A Practical Jurisprudence 2nd ed (Sweet & Maxwell, London 2010).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BR Half Unit
Trade Marks, Brands and Branding: Contemporary Issues

This information is for the 2017/18 session.
Teacher responsible: Anne Barron
Availability: This course is available on the MSc in Law and Accounting, MSc in Law, Anthropology and Society, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade Law, Corporate and/ or Commercial Law; Information Technology, Media and Communications Law; Intellectual Property Law.
Pre-requisites: None
Course content: This course situates the key concepts of trade mark law in relation to analyses of brands and branding offered by leading contemporary social scientists. Topics to be covered include: histories of brands, branding and trade marks; connections and disconnections between trade marks and brands; the new salience of non-traditional trade marks; sensory marks and sensory marketing; offensive marks and banned brands; trade marks and 'distinction'; the consumer psychology of trademark law; the role of trademark law in propertising brands; limits to propertisation; and legal implications of 'alter-branding' and related phenomena. Throughout, emphasis is placed on the law's role in underpinning marketing processes that now structure everyday life in ever more intense and intimate ways, and consideration is given to the links between these processes and wider changes in economy and society such as globalisation, financialisation and informationalisation.
Teaching: 20 hours of seminars and 2 hours of help sessions in the LT.
The help session will be designed to support students' summative essay-writing work. All students will be invited to attend this session. Expectations for the essays will be explained, and sample essays discussed.
Formative coursework: One 1500-word essay.
Indicative reading: There is no set text: readings will be assigned on a weekly basis. The core reading will include legislative texts and leading cases, but also journal articles and book chapters, and these will range across a number of disciplines including media and communication studies, cultural studies, economic sociology, business studies and anthropology. The following list is indicative: Melissa Aronczyk and Devon Powers, Blowing Up the Brand: Critical Perspectives on Promotional Culture (Peter Lang, 2010); Adam Arvidsson, Brands: Meaning and Value in Media Culture (Routledge, 2006); Lionel Bently and Brad Sherman Intellectual Property Law 4th ed. (OUP, Oxford 2014); Rita Clifton, Brands and Branding (2nd ed.) (Economist Books, 2009); Rosemary Coombe, The Cultural Life of Intellectual Properties (Duke UP, 1998); Graeme Dinwoodie and Mark Janis (eds.), Trade Mark Law and Theory: A Handbook of Contempory Research (Edward Elgar, 2008); Paul du Gay and Michael Pryke, Cultural Economy: Cultural Analysis and Commercial Life (Sage, 2002); Jonathan Gabay, Brand Psychology: Consumer Perceptions, Corporate Reputations (Kogan Page, 2015); Martin Kornberger, Brand Society: How Brands Transform Management and Lifestyle (Cambridge University Press 2010); MPI, Study on the Overall Functioning of the European Trademark System (2011); Naomi Klein, No Logo: Taking Aim at the Brand Bullies (Flamingo, 2000); Celia Lury, Brands: The Logos of the Global Economy (Routledge, 2004); Liz Moor, The Rise of Brands (Berg, 2007); Alexander von Muhlendahl at al., Trade Mark Law in Europe (3rd ed.) (OUP, 2016); Ilanah Simon Fhima, Trade Mark Dilution in Europe and the United States (OUP, 2011).
Assessment: Essay (100%, 8000 words) in the ST.

LL4BT Half Unit
Cultural Property and Heritage Law

This information is for the 2017/18 session.
Teacher responsible: Dr Tatiana Flessas NAB.5.15
Availability: This course is available on the MSc in Law, Anthropology and Society, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Intellectual Property Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: This course looks at cultural property and heritage law from legal, social theoretical and practice-oriented perspectives. It provides an overview of existing and emerging cultural property and heritage legislation (domestic and international). We will be looking in particular at the development of cultural property legislation in the 20th century and emerging international cultural property and heritage initiatives under the auspices of the UN and UNESCO. Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases in repatriation and restitution of cultural objects, the National Trust and other heritage protection regimes, and intangible cultural heritage. The course also addresses the creation and management of museums and heritage sites, primarily within the UK, but also including sites in North and South America, Europe and Asia. We consider how the issues that we've identified throughout the course arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.

Teaching: 20 hours of seminars and 2 hours of seminars in the MT. 2 hours of seminars in the ST.

Week 6 in the MT is a Reading Week.

Formative coursework: One 2,000 word essay.

Indicative reading: Neil Cookson, Archaeological Heritage Law (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, Law, Ethics and the Visual Arts (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 1 (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 3 (1989 Butterworths); J.E. Tunbridge and G.J. Ashworth, Dissonant Heritage: the management of the past as a resource in conflict (1996 J. Wiley); Norman Palmer, Museums and the Holocaust: law, principles and practice (2000 Institute of Art and Law); John Henry Merryman, Thinking about the Elgin Marbles: critical essays on cultural property, art and law (2000 Kluwer Law International); Nick Merriman, Beyond the Glass Case: the past, the heritage and the public in Britain (1991); Jeanette Greenfield, The Return of Cultural Treasures (1989); Richard Prentice, Tourism and Heritage Attractions (1993); G.J. Ashworth and P.J. Larkham, eds. Building a New Heritage: tourism, culture, and identity (1994); Peter Mandler, The Fall and Rise of the Stately Home (1997); Patrick J O'Keefe, Trade in Antiquities: reducing destruction and theft (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. Historic Cities and Sacred Sites: cultural roots for urban futures (2001); Federico Mayor, Memory of the Future (1995); Peter J. Fowler, The Past in Contemporary Society: then, now (1992); David Brett, The Construction of Heritage (1996); Karl Ernest Meyer, The Plundered Past (1974).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BU Half Unit
Art Law

This information is for the 2017/18 session.

Teacher responsible: Dr Tatiana Flessas NAB.5.15

Availability: This course is available on the MSc in Law, Anthropology and Society, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Intellectual Property Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: This course engages in a discussion of specific cases and issues regarding acquisition, ownership, and restitution of antiquities and works of art, and the problems that arise in regulating markets in art, antiquities and cultural artefacts. We will look at domestic (UK and US) and international legislation regulating the art and antiquities trades. Against this legislative background, the course examines important cases in disputes regarding looting and provenance of antiquities, and questions of commodification and sale of cultural artefacts and antiquities, including the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). 'Art Law' is a specialized area of practice and an emerging area of theory and scholarship. We will look at some of the cases and theory of art and law, including the practices of dealers and auction houses in valuing (and mis-valuing) art for sale; the recent developments in addressing the restitution of art taken during the Nazi era; museum loans and the cross-border movement of art; the restoration and conservation debate(s) and then turn to a scholarly and interpretive approach to the issues that arise in considering the art market. 'Antiquity Law is an engagement with the problems of the market(s) in antiquities and the legal and ethical burdens on the participants in this trade. We will look at the practices and constraints that arise in the context of both private purchasers/dealers and museums acquiring antiquities. We will focus on the case that the government of Italy brought against Marion True, the erstwhile Curator of Antiquities at the Getty Museum, and we will consider how that ground-breaking prosecution changed some of the practices in this area, as well as added to the toolbox for nations seeking repatriation of cultural objects. We will also return to the questions that arise in dealer, auction house and museum policies more generally. Finally, practitioners in these areas, museum and auction house professionals, archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Week 6 in the LT is a Reading Week.

Formative coursework: One 2,000 word essay.

Indicative reading: Colin Renfrew, Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology (2000 Duckworth); Neil Cookson, Archaeological Heritage Law (2000 Barry Rose); James Cuno, Who Owns Antiquity? Museums and the Battle over our Ancient Heritage (2010 Princeton University Press); John Henry Merryman and Albert E. Elsen, Law, Ethics and the Visual Arts (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 1 (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 3 (1989 Butterworths); Norman Palmer, Museums and the Holocaust: law, principles and practice (2000 Institute of Art and Law); Olav Velthuis, Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art (2007 Princeton University Press); Jason Felch & Ralph Frammolino, Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum (2010 Houghton Mifflin Harcourt); Sarah Thornton, Seven Days in the Art World (2009 Granta Books); Jeanette Greenfield, The Return of Cultural Treasures (1989); Patrick J O'Keefe, Trade in Antiquities: reducing destruction and theft (1997); Karl Ernest Meyer, The Plundered Past (1974).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BV Half Unit
Transnational Environmental Law

This information is for the 2017/18 session.

Teacher responsible: Dr Veerle Heyvaert NAB7.06

Availability: This course is available on the MSc in Environmental Policy and Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: European Law, Public International Law, Public Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: The course instructs students on key issues in environmental law and governance beyond the state. Through the study of recent developments in international environmental law, regional law (including EU law) and private environmental regulation, the course investigates how new transnational environmental laws are made, what the role is of science in environmental decision-making and dispute resolution, how transnational environmental law is implemented and enforced, and whether transnational corporations can be held accountable for environmental damage. The questions are illustrated through case studies relating to, among others, climate change, biodiversity protection and chemical risk control.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: A detailed reading list will be provided for each seminar. The overwhelming majority of readings are electronically available as e-books or in e-journals.Essential reference works include the journal Transnational Environmental Law; Kingston, Heyvaert & Cavoski, European Environmental Law (CUP, 2017); Lee, EU Environmental Law, Governance and Decision-Making (2nd ed, Hat, 2014); Sands & Peel, Principles of International Environmental Law (3rd ed, CUP, 2012); Bodansky, The Art and Craft of International Environmental Law (2010, Harvard University Press); Bodansky, Brunnee & Hey, The Oxford Handbook of International Environmental Law (OUP, 2007); and the Stern Review Executive Summary (online).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BW Half Unit
Law and Political Thought

This information is for the 2017/18 session.
Teacher responsible: Professor Thomas Poole
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
This course will be relevant to the following LLM specialisms: Human Rights Law, Legal Theory and Public Law
Pre-requisites: None.
Course content: This course examines the relationship between law and political theory. It does so through the study of classic texts of political thought: typically Hobbes, Leviathan, Rousseau, Social Contract; Burke, Reflections on the Revolution in France; Schmitt, Constitutional Theory; Oakeshott, On Human Conduct; Hayek, Law, Legislation and Liberty. In this way, the course deals with major topics of theoretical and juridical interest, such as the rule of law, liberalism and republicanism, cultural pluralism, theories of authority and legitimacy, revolution and the state, nationalism and cosmopolitanism.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: The reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle.
Assessment: Essay (100%, 8000 words) in the ST.

LL4BX Half Unit Not available in 2017/18
Corporate Governance - Advanced Topics

This information is for the 2017/18 session.
Teacher responsible: Dr Eva Micheler NAB735
Availability: This course is available on the MSc in Accounting, Organisations and Institutions, MSc in Risk and Finance, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 60 students. Students must apply through Graduate Course Choice on LSE for You.
This course will be relevant to the following specialism: Corporate and/or Commercial Law.
Course content: This course will focus on the corporate governance of companies. The course will be taught largely on a comparative basis, focussing on English and German law. We will also cover the relevant EU materials. The following topics will be discussed: 1- Corporate governance codes, their role as regulatory tools, their enforcement 2- Board structure (one tier boards/two tier boards/board committees) 3- Board remuneration 4- Auditors as external trustees 5- Stakeholders 6- Extended reporting and employee interests 7- Shareholder activism/stewardship 8- Concentrated ownership structures and minority shareholders 9- The market for corporate control 10- convergence/path dependency/legal origins
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students are asked to submit one 2,000 word essays.
Indicative reading: Reading will be prescribed for each seminar. Preliminary reading can be found in P Davies, Introduction to Company Law (ch 5-9, 2002); R Kraakman et al, The Anatomy of Corporate Law (2d ed 2009); A Cahn and D C Donald, Comparative Company Law: Text and Cases on the Laws Governing Corporations in Germany, the UK and the USA (2010); B Cheffins, Company Law: Theory, Structure and Operation (Parts I and III, 1997); M Roe, Political Determinants of Corporate Governance (2003); K Hopt et al, (Eds), Comparative Corporate Governance (1998); J Parkinson, Corporate Power and Responsibility (1993).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BY Half Unit Not available in 2017/18
An Introduction to the International Human Rights of Women

This information is for the 2017/18 session.
Teacher responsible: Prof Christine Chinkin
Availability: This course is available on the MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Human Rights; Public International Law.
This course is capped at 30 students. Students must apply through Graduate Course Choise on LSEforYou.
Course content: The course provides an introduction to the concept of women's human rights and the international legal protections of such rights. It is located within the framework of international law and feminist legal theories. The international legal instruments for the guarantee of women's civil and political and economic and social rights will be examined for students to acquire knowledge and understanding of the basic texts and the international monitoring mechanisms. Detailed attention will be accorded to the United Nations Convention on the Elimination of All Forms of Discrimination against Women, 1979 and the work of the Committee on Elimination of Discrimination against Women. Topics include:

• Introductory: the United Nations Gender Architecture
• Sex and gender; feminist theories of equality and difference
• International instruments for the guarantee of women's rights
• Convention on the Elimination of All Forms of Discrimination against Women, 1979: History, Substance and Reservations
• Convention on the Elimination of All Forms of Discrimination against Women, 1979: the Committee on the Elimination of Discrimination against Women
• Economic, Social and Cultural Rights
• Universality and Cultural Relativism
• Beyond the Convention on the Elimination of All Forms of Discrimination against Women: Global Conferences; Regional Protections • Combating Violence against Women (1)
• Combating Violence against Women (II)

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Student participation will be expected. Students are also encouraged to draw upon and share relevant experiences.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: M. Freeman, C. Chinkin and B. Rudolf, The UN Convention on the Elimination of All Forms of Discrimination against Women A Commentary (Oxford, OUP, 2012). H. Charlesworth and C. Chinkin, The Boundaries of International Law: A Feminist Analysis (Manchester University Press, 2000), especially chapter 7. H. Schopp-Schilling (ed), Circle of Empowerment (2007). F. Banda, Women, Law and Human Rights An African Perspective (Hart, 2005). Karen Knop (ed.), Gender and Human Rights (OUP, 2004). D. Buss and A. Manji (eds), International Law Modern Feminist Approaches (Hart Publishing, 2005). R. Cook (ed.), Human Rights of Women. National and International Perspectives (University of Pennsylvania Press 1994). A. Edwards, Violence against Women under International Human Rights Law (2011) Catharine McKinnon, Are Women Human? (2006)
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4C2 Half Unit Not available in 2017/18
World Poverty and Human Rights

This information is for the 2017/18 session.
Teacher responsible: Dr Margot Salomon TW3, 8th floor
Availability: This course is available on the MSc in Development Studies, MSc in Global Politics, MSc in Human Rights, MSc in Inequalities and Social Science, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: Some knowledge of public international law is required.
Course content: This course examines world poverty and inequality from the perspective of international law aimed at the protection of human rights. Drawing on rights and obligations, the course considers the duties of states and other actors and the ways in which they may be implicated in the deprivation which has 2.7 billion people concentrated in the South, and many in the North, unable to exercise their minimum essential levels of human rights. While the approach to the course is largely normative and conceptual, it will explore its findings in relation to international players and institutions that impact positively or negatively on human rights today, as well as examine the .application of legal standards and developments to some areas of outstanding concern. Topics to be covered may include:
• Poverty as a human rights issue
• Human rights, economics and development
• The right to development and claims against the public international order
• The scope and content of the obligation of international cooperation
• The work of the UN Committee on Economic, Social and Cultural Rights
• Human rights and the World Bank, IMF, international trade, investment, and finance • Interrogating the Millennium Development Goals and the Sustainable Development Goals.

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
In 2015-16 this course will have two seminars every two weeks, instead of one seminar per week. Please see timetables for further details.
Formative coursework: Students will receive feedback on work completed during the course.
Indicative reading: G. Abi-Saab, 'The Legal Formulation of the Right to Development', in R-J Dupuy (ed), The Right to Development at the International Level, Hague Academy of International Law (1980); Duties Sans Frontières: Human Rights and Global Social Justice (International Council on Human Rights Policy, 2003); A. Eide, 'Human Rights-Based Development in the Age of Economic Globalization' in B.A. Andreassen and S.P. Marks (eds), Development as a Human Right: Legal, Political and Economic Dimensions (2010); M.E. Salomon, A. Tostensen and W. Vandenhole (eds), Casting the Net Wider: Human Rights, Development and New Duty-Bearers (2007); D.D. Bradlow, 'Development Decision-Making and the Content of International Development Law', Boston College International and Comparative Law Review (2004); M.E. Salomon, Global Responsibility for Human Rights: World Poverty and the Development of International Law (2007); R. Danino, 'The Legal Aspects of the World Bank's Work on Human Rights' in P. Alston and M. Robinson (eds), Human Rights and Development (2005); P. Muchlinski, 'Holistic Approaches to Development and International Investment Law: The Role of International Investment Agreements' in J. Faundez and C. Tan (eds), International Law, Economic Globalization and Development (2010). Maastricht Principles on Extraterritorial Obligations of States in the area of Economic, Social and Cultural Rights (2011).
A detailed reading list will be issued at the first seminar.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4C5 Half Unit
Fundamentals of International Commercial Arbitration

This information is for the 2017/18 session.
Teacher responsible: Dr Jan Kleinheisterkamp NAB 7.09
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 60 students.
Course content: This course offers the fundamentals of international commercial arbitration, the most important dispute settlement mechanism for international commercial transactions. The course provides a complete introduction to the functioning of arbitration in theory and in practice. London being one of the main centres of arbitration in the world, this course focuses mainly on English arbitration law which is put into a comparative perspective and contrasted especially with the UNCITRAL Model Law on International Commercial Arbitration and French law. Special attention is given to the different types of rules that may have to be taken into consideration in an international arbitration. This course prepares for LL4C6 Advances Issues of International Commercial Arbitration and provides for some of the procedural basics for LL4E7 Investment Treaty Law.
Teaching: 20 hours of lectures and 5 hours of classes in the MT. 2 hours of lectures in the ST.
Reading week in week 6
Formative coursework: One 2,500 word essay after week 6 on previous exam questions (choice of 1 out of 3).

Indicative reading: M. Moses, The Principles and Practice of International Commercial Arbitration (2nd edn, CUP 2012); G. Born, International Arbitration: Law and Practice (2nd edn, Kluwer 2015); N. Blackaby & C. Partasides, Redfern and Hunter on International Commercial Arbitration (6th edn, OUP 2015); J.-F. Poudret & S. Besson, Comparative Law of International Commercial Arbitration (Sweet & Maxwell 2007); E. Gaillard & J. Savage, Fouchard Gaillard Goldman on International Commercial Arbitration (1999).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4C6 Half Unit

Advanced Issues of International Commercial Arbitration

This information is for the 2017/18 session.
Teacher responsible: Dr Jan Kleinheisterkamp NAB 7.09
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students must have completed Fundamentals of International Commercial Arbitration (LL4C5).
Or a course on arbitration in previous studies or solid practical experience in the field.
Course content: This course aims at giving students who already are acquainted with the fundamentals of arbitration the possibility to go into depth into selected problems of international commercial arbitration. The course is based on student presentations and intense discussions of these problems in order to raise the sensitivity for the issues at stake. The course is highly relevant for those wanting to specialise in arbitration practice, as the theoretical problems have a significant impact on practical solutions. The course will treat a selection of topical contemporary issues of international commercial arbitration, such as the law applicable to arbitration agreements; the scope of the competence-competence principle; the role of internationally mandatory rules of law arbitration & insolvency, arbitration and fraud and corruption,; or the enforcement of awards set aside abroad. The course seeks to be as topical as possible, so that content may change in the light of new developments.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6
Formative coursework: One group presentation in the seminar and an essay of 2,500 words.
Indicative reading: G. Born, International Arbitration: Law and Practice (2nd edn, Kluwer 2015); N. Blackaby & C. Partasides, Redfern & Hunter on International Commercial Arbitration (6th edn, OUP 2015); J.-F. Poudret & S. Besson, Comparative Law of International Commercial Arbitration (Sweet & Maxwell 2007); E. Gaillard & J. Savage, Fouchard Gaillard Goldman on International Commercial Arbitration (Kluwer 1999).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CA Half Unit

Law and Social Theory

This information is for the 2017/18 session.
Teacher responsible: Dr Umberto-Igor Stramignoni NAB 7.34
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Law, Anthropology and Society, MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. LLM Specialisms This course will be relevant to the following LLM specialism: Legal Theory
Course content: Social theory is rapidly evolving into a key cross-disciplinary field of inquiry exploring both philosophical analyses and social science descriptions about, in one important case, the place of law in modern societies.
The focus of such an inquiry in this course is on the interplay of law and space. Often unexamined notions of "space" at the heart of some of today's hottest debates, such as the politics of place, our engagement with nature, globalisation, and the city and its complexities. However, how does the law understand the link between itself and the space in which it operates? Does it understand it in the same way as do architects, urban planners, geographers, governments, policy makers, advocacy groups, or economists, for example, when speaking of the natural or the built environment, such as mountains, rivers, roads, airports, prisons, courtrooms, or immigration detention centres? Moreover, do we understand space in the same way? What if bodily habits, traits of character, idioms, and abiding habits of thought, have a role in shaping our individual and collective sense of space? What would it mean to frame talk about space in terms of "dwelling", for example, or "embodiment", or "emplacement", and so on? Could it be that the very attempt of making sense of law's place in society, is problematically caught up with a specific cultural heritage no longer necessarily able to unpick the full complexity of the topos of law, its visuality, or even its materiality? Put it simply, is space always and everywhere the same place, as Copernicus, Galileo, Newton, Bacon and Descartes once thought, or is it something potentially so diverse as to call for new ways of going about it and, from there, about the place of law in society?
In this course, we will survey several perspectives on the elusive spatiality of modernity, debating the extent to which we can continue to treat space as the impassive repository of human affairs portrayed by tradition. Could it be that, if law is everywhere in space, on an altogether different level space is – paradoxical though it might sound at first – everywhere in law?
Teaching: 22 hours of seminars in the LT.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: In general literature: E T A Hoffmann, The Devils Elixirs (1815); R M Rilke, The Notebooks of Malte Laurids Brigge (1910); F Kafka, The Trial (1925). In contemporary political-philosophical thought: M De Certeau, The Practices of Everyday Life (1984); M Foucault, Discipline and Punish (1991); G Agamben, Homo Sacer: Sovereign Power and Bare Life (1998); A Badiou, St Paul (1998); J Rancière, The Politics of Aesthetics (2006); W Cronon, Uncommon Ground: Rethinking the Human Place in Nature (1995); S Latouche, The Westernization of the World (1996); D Massey, For Space (2005); Resnik & Curtis, Representing Justice (2011). In sociological writing: S Sassen, Deciphering the Global: Its Scales, Spaces, and Subjects (2007); F Tonkiss, Space, the City and Social Theory (2005); L Mulcahy, Legal Architecture (2011).
In anthropological writing: M Augé, Non-Places - Introduction to an anthropology of supermodernity (1995); H Moore, Space, Text, and Gender (1996); T Ingold, The Perception of the Environment (2000); D Harvey, Rebel Cities (2012). In legal-geographical writing: Delaney, Nomospheric Investigations (2010); Braverman, Blomley, Delaney, Kedar, The Expanding Spaces of the Law (2014).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CB Half Unit

Modern Legal History: Private Law and the Economy 1750-1950

This information is for the 2017/18 session.
Teacher responsible: Prof.Michael Lobban
Availability: This course is available on the MSc in Economic

History, MSc in Economic History (Research), MSc in Law, Anthropology and Society, MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
LLM Specialisms This course will be relevant to the following LLM specialisms: Legal Theory.
Course content: This course will examine how the common law aided or hindered economic growth in the era between 1750 and 1950, by focusing in particular on the development of doctrines of private law. The course will concentrate on a number of themes and topics. It will begin with a discussion of the nature of the common law, and the modes of common law reasoning, to establish what kind of legal system economic actors were dealing with. It will then look at the developing law of contract, to explore how far the ideology of 'freedom of contract' assisted growth. It will further explore the law relating to civil wrongs (including the law relating to compensation for accidents and pollution) and unjust enrichment (particularly in the context of business failures). It will also explore some specific topics, including the law relating to corporate enterprise, bankruptcy and insurance.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: J. Oldham, English Common Law in the Age of Mansfield (Chapel Hill, 2005). W.R. Cornish et al, The Oxford History of the Law of England vols. 11-13 (Oxford, 2010). W.R. Cornish and G.N. Clark, Law and Society in England 1750-1950 (London, 1989). P.S. Atiyah, The Rise and Fall of Freedom of Contract (Oxford, 1979). R. Harris, Industrializing English Law: Entrepreneurship and Business Organization, 1720-1844 (Cambridge, 2000). Rob McQueen, A Social History of Company Law: Great Britain and the Australian Colonies 1854-1920 (Ashgate, 2009). J. Taylor, Creating Capitalism: Joint Stock Enterprise in British Politics and Culture 1800-1870 (Boydell, 2006). M. Finn, The Character of Credit: Personal Debt in English Culture, 1740-1914 (Cambridge 2003).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CC Half Unit
Commercial Remedies

This information is for the 2017/18 session.
Teacher responsible: Dr Solene Rowan NAB 7.26 and Dr Charles Webb NAB 6.26
Availability: This course is available on the Master of Laws. This course is not available as an outside option.
Specialisms: Corporate and/or Commercial Law; International Business Law
Pre-requisites: Undergraduate contract and tort law
Course content: The objective of the course is to provide students with a detailed understanding of remedies in a commercial context. The reading addresses both case law and academic commentary. Here is an indicative list of the issues that will be considered on the course:
1. The aims of commercial remedies: What interests and other policies may be served by the law when remedying commercial disputes?
2. The function of contract damages: How do the courts assess damages for breaches of contract? Should the courts do more to protect the claimant's interest in performance? What limits are placed on the recovery or measure of damages?
3. Punishment: Is punishment of a defaulting defendant ever a legitimate aim in commercial remedies? Should punitive damages be given a greater role in English commercial law?
4. Agreed remedies: To what extent are commercial parties free to fix the remedies available to them in the event of breach? Does freedom of contract extend to the parties' secondary obligations?
5. Unjust enrichment: What is the law of unjust enrichment? What is its relationship to the law of contract? What can commercial parties recover under the law of unjust enrichment?
6. Comparative law: How do other jurisdictions deal with these questions? What might the common law learn from civil law systems?
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. Formative assessment opportunities will be provided (essay or problem questions)
Indicative reading: Rowan, Remedies for Breach of Contract: A Comparative Analysis of the Protection of Performance (OUP 2012). Burrows, Remedies for Torts and Breach of Contract (3rd edn OUP 2004). Campbell, Halson, Harris, Remedies in Tort and Contract (2nd edn CUP 2002). Andrews, Clarke, Tettenborn and Virgo, Contractual Duties: Performance, Breach, Termination and Remedies (Sweet & Maxwell 2012). Treitel, The Law of Contract (14th ed 2015) (edition by Peel). Chitty on Contracts (32nd edn Sweet & Maxwell 2015)
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CD Half Unit
European Company Law

This information is for the 2017/18 session.
Teacher responsible: Mr Edmund-Philipp Schuster NAB 6.30
Availability: This course is available on the MSc in Law and Accounting, MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You. This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law; Corporate and Securities Law; European Law.
Pre-requisites: There are no formal prerequisites, but some understanding of European law and EU law-making is of advantage.
Course content: This course will examine the EU harmonization programme for companies. It will analyse the framework of primary EU law within which companies and national legislators must operate (the Treaty provisions on the right of establishment and the free movement of capital), as well as secondary measures of EU law regulating companies and relevant soft law initiatives. The course will also deal with the most important European forms of company, notably the SE (Societas Europaea or European Company) and investigate the implications that corporate mobility within the EU has for regulating companies at the national level.
Topics include: • EU company law harmonization programme
- 1st Company Law Directive: formation and disclosure
- Right of establishment: primary and secondary establishment, transfer of seat, jurisprudence of the European Court of Justice (in particular: Centros, Überseering, SEVIC, Cartesio, VALE)
- Free movement of capital: golden shares jurisprudence of the European Court of Justice, BAA, KPN/TPG, VW; proportionality principle in the EU
- 2nd Directive and capital structure: minimum capital; payment for shares; publicity; distributions; stock repurchase; increases in capital and capital reductions; serious loss of capital; case law interpreting the 2nd Directive; reform initiatives (e.g., SLIM Working Group)
- Corporate governance regulation in the EU: abandoned 5th Directive; Recommendation on the role of non-executive or supervisory directors of listed companies; remuneration policies;

Shareholder Rights Directive
- European Company Law Forms: European company (SE) and European private company
- State of European company law harmonisation; potential for regulatory competition and regulatory arbitrage

Teaching: 20 hours of lectures in the MT. 2 hours of lectures in the ST.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: M Andenas and F Wooldridge, European Comparative Company Law, Cambridge University Press 2009; S M Bartman (ed), European Company Law in Accelerated Progress, Kluwer Law International 2006; U Bernitz and W-G Ringe, Company Law and Economic Protectionism: New Challenges to European Integration, Oxford University Press 2010; A F M Dorresteijn et al (eds), European Corporate Law, Kluwer Law International 2009; Vanessa Edwards, EC Company Law, Clarendon Press 1999; S Grundmann, European Company Law, 2nd ed, Hart 2012; Jonathan Rickford (ed), The European Company: Developing a Community Law of Corporations, Intersentia 2003; Gert-Jan Vossestein, Modernisation of European Company Law and Corporate Governance, Kluwer Law International 2010
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CE Half Unit
Security and Criminal Law

This information is for the 2017/18 session.
Teacher responsible: Dr Peter Ramsay NAB 6.27
Availability: This course is available on the MSc in Criminal Justice Policy, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Undergraduate study of criminal law (or equivalent).
Course content: This is a course in advanced criminal law theory. The central concern of contemporary criminal justice policy is public protection. The course examines leading texts in Anglo-American criminal law theory in order to investigate the interests that are protected by the structure of the criminal law.
Seminars cover:
the concept of security;
the concept of criminal law;
state punishment;
the presumption of innocence;
actus reus;
criminal responsibility;
criminal defences;
public welfare offences;
pre-emptive offences;
security and human rights.
The reading materials for this course are primarily philosophical and theoretical. The course contrasts the different perspectives of moral and political theories of criminal justice and criminal law, and investigates what they tell us about the scope and limits of criminal law as a security system. The course therefore provides an introduction to normative criminal law theory in the common law world. At the same time, this introduction adopts an innovative approach to that theory by situating it in the context of the contemporary policy pressures on criminal law.
Each seminar consists of a student presentation on a key question, class discussion and a teacher presentation. There is a reading week in Week 6.
Teaching: 20 hours of seminars in the MT.
There will be a Reading Week in week 6 of MT.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: A Ashworth and L Zedner Preventive Justice (OUP 2014); I Dennis and GR Sullivan (eds), Seeking Security: Pre-empting the Commission of Criminal Harms (Hart, 2012); A Brudner, Punishment and Freedom (OUP, 2009); RA Duff, Answering for Crime (Hart, 2007); P Ramsay The Insecurity State: Vulnerable Autonomy and the Right to Security In the Criminal Law (OUP, 2012); A Ashworth (et al), Prevention and the Limits of Criminal Law (OUP, 2013).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CF Half Unit
UK Corporate Law

This information is for the 2017/18 session.
Teacher responsible: Prof. David Kershaw
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is not available as an outside option. This course is capped at 60 students. This course will be relevant to the following LLM specialisms: Corporate and Securities Law; Corporate and/or Commercial Law
Course content:
1. The Evolution of the UK company. This session will address the evolution of the corporate form from the mid-19th century, and outline the partnership based conception of UK company. It will contrast the partnership conception with the corporate / entity conception.
2. Legal personality, formation and structure – considering the implications and function of separate legal personality and the scope to disregard the corporate veil; the process of formation; and the constitutional make-up of the company.
3. Corporate Actions – considering how the company acts in contract, tort and crime.
4. The distribution of power in a UK company – considering the location and contractual distribution of power in a UK corporation; the problem of separation of ownership and control / the agency problem; mandatory versus default rules; core mandatory rights: removal of directors and calling shareholder meetings. 5. Director's duties I: the nature of duties; who owes them; to whom; the corporate objective; the duty to promote the success of the company.
6. Directors Duties II: the duty of care (business judgments, business process, monitoring, systems and controls, risk management)
7. Directors Duties III: the duty of loyalty (self-dealing transactions, corporate opportunities, competing with the company, bribes and commissions).
8. Company law and creditor protections – shareholder incentives to exploit creditors; the scope for unlimited liability, duties to creditors; wrongful trading.
9. Derivative Actions: the rule in Foss v Harbottle; the new derivative action mechanism; indemnity orders and contingency fees; reflective loss.
10. Minority shareholder protections – common law restraints on the exercise of majority shareholder power and influence; statutory constraints on the exercise of such power and influence (122(g) Insolvency Act 1986 and section 994 Companies Act 2006.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a Reading Week in Week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Core Texts: David Kershaw, Company Law in Context (2nd ed, OUP 2012). Paul Davies, Gower and Davies' The Principles of Modern Company Law (9th eds, Sweet & Maxwell, 2012). For detailed reading lists please see the Moodle website.
Assessment: Exam (100%, duration: 2 hours, reading time: 30 minutes) in the main exam period.

LL4CG Half Unit
Understanding Issues in Tax Law and Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Ian Roxan NAB 7.25 and Mr Eduardo Baistrocchi NAB7.33
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is required for the following LLM specialism: Taxation. NB: The monthly Taxation Seminars are available to all with an interest in taxation including LLM and MSc students. Students wishing to attend the Taxation Seminars are very welcome. For more information, see the Law Department or LSE Financial Markets Group web pages.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students will be expected to be taking other tax courses or to have a good background in taxation.
Course content: This course considers the key principles of tax policy (including the development and interpretation of tax law), and the methodology of developing and applying these principles, in the context of a range of current issues in taxation and tax policy, and often with an interdisciplinary approach. It will use the monthly Taxation Seminars during the Michaelmas Term to provide students with direct exposure to current debates in taxation. The monthly seminars bring together a wide variety of participants, including lawyers, economists, accountants and government officials. Those attending the meetings are encouraged to participate, and the meetings provide a forum for topical discussion on taxation. The topics for the seminars are chosen each year from subjects of current interest.
Teaching: 22 hours of seminars in the MT.
Weekly two-hour seminars in the Michaelmas Term in a variable format, including seminar-discussions and monthly Taxation Seminars attended by a range of tax professionals.
Formative coursework: Students are expected to submit one 2,000-word formative essay.
Indicative reading: Indicative reading: James and Nobes, The Economics of Taxation (2009), (Birmingham: Fiscal Publications, 9th ed.); Mirrlees, et al., Tax by Design: the Mirrlees Review (Oxford: Oxford Univ. Press: 2011); Mirrlees, et al. (eds), Dimensions of Tax Design: the Mirrlees Review (Oxford: Oxford Univ. Press, 2010); Lamb, et al. (eds), Taxation: An Interdisciplinary Approach to Research (Oxford: Oxford Univ. Press, 2004); Murphy and Nagel, The Myth of Ownership (New York: Oxford Univ. Press, 2002); Kaplow, "Rules Versus Standards: An Economic Analysis" (1992), 42 Duke L. J. 557; Weisbach, "Formalism in the Tax Law" (1999), 66 U. Chicago L. Rev. 680.
Detailed reading lists will be provided during the course via Moodle.
Assessment: Essay (100%, 8000 words).

LL4CH Half Unit
Current Issues in Tax Law and Policy

This information is for the 2017/18 session.
Teacher responsible: Mr Eduardo Baistrocchi NAB 7.33
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is required for the following LLM specialism: Taxation - see the course co-ordinator for further information. NB: The monthly Taxation Seminars are available to all with an interest in taxation including LLM and MSc students. Students wishing to attend the Taxation Seminars are very welcome. For more information, see the Law Department or LSE Financial Markets Group web pages.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course will look at important current issues in taxation and tax policy, often with an interdisciplinary approach. Students will be expected to bring to the discussion of these issues a good background knowledge of taxation, as well as the type of skills learned in LL4CG. It will use the monthly Taxation Seminars during the Lent Term to provide students with direct exposure to current debates in taxation. The monthly seminars bring together a wide variety of participants, including lawyers, economists, accountants and government officials. Those attending the meetings are encouraged to participate, and the meetings provide a forum for topical discussion on taxation. The topics for the seminars are chosen each year from subjects of current interest. Seminars in this course outside of the monthly series will provide students with background for the monthly seminars and will provide the opportunity to explore in depth other topical issues in taxation and tax policy.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
10 weekly two-hour seminars in the Lent Term in a variable format, including seminar-discussions and monthly Taxation Seminars attended by a range of tax professionals.
Formative coursework: Students are expected to submit one 2,000-word formative essay or an equivalent assignment.
Indicative reading: There is no fixed list, selections being made from year to year on the basis of topicality. Detailed reading lists will be provided during the course via Moodle.
Recommended preliminary reading
James & Nobes, Economics of Taxation, or another introductory tax policy book.
Assessment: Essay (100%, 8000 words).

LL4CJ Half Unit
Comparative Corporate Taxation

This information is for the 2017/18 session.
Teacher responsible: Dr Ian Roxan NAB 7.25
and others.
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law; International Business Law; Taxation.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students should be familiar with the UK tax system, or have working knowledge of another system of business taxation, and otherwise will be expected to be taking LL4Z1 Business Taxation.
Course content: The course examines the principles governing the taxation of corporate and other business transactions. The course will take a comparative approach in examining the business tax systems of the United Kingdom and other countries. The main tax system studied will be that of the United Kingdom (primarily corporation tax together with income tax and capital gains tax), but the tax system of the United States will also be examined and typically that of Germany or another country as well. This course will introduce the national tax systems being studied and provide an in-depth look at a key advanced topic central to corporate taxation, such as the treatment of shares, the treatment of groups of companies, or the taxation of corporate finance.
Teaching: 22 hours of seminars in the MT.
Weekly two-hour seminars in the Michaelmas Term, including seminars led by national tax experts.
Formative coursework: Students are expected to submit one 2,000-word formative essay or an equivalent assignment during the course.
Indicative reading: Ault et al, Comparative Income Taxation: A

Structural Analysis (Kluwer, 3rd ed. Rev, 2010); Harris, Corporate Tax Law: Structure, Policy and Practice, (Cambridge Univ. Press, 2013); Gordon and Montes Manzano, Tiley & Collison's U.K. Tax Guide (current edition); Tiley and Loutzenhiser, Revenue Law (Hart, 7th ed., 2012); Tiley and Loutzenhiser, Advanced Topics in Revenue Law (Hart, 2013); Bramwell et al., Taxation of Companies and Company Reconstructions; Bittker & Lokken, Federal Taxation of Income, Estates and Gifts; Bittker and Eustice, Federal Income Taxation of Corporations and Shareholders; Tolley's Yellow Tax Handbook, or CCH The Red Book (current edition).
Detailed reading lists will be provided during the course via Moodle.
Recommended preliminary reading:
Hugh Ault et al, Comparative Income Taxation (Kluwer Law International 3rd ed. 2010).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Candidates will be permitted to take into the examination room unannotated copies of approved statutory materials.

LL4CK Half Unit Not available in 2017/18
Taxation of Corporate Transactions

This information is for the 2017/18 session.
Teacher responsible: Dr Ian Roxan NAB 7.25
and others.
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Corporate and/or Commercial Law; International Business Law; Taxation.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students must have completed Comparative Corporate Taxation (LL4CJ).
Students should be familiar with the UK tax system, or have working knowledge of another system of business taxation. Otherwise, students will be expected to have taken LL4Z1 Business Taxation beforehand.
Course content: The course examines the principles governing the taxation of corporate and other business transactions. The course will take a comparative approach in examining the business tax systems of the United Kingdom and other countries. The main tax system studied will be that of the United Kingdom (primarily corporation tax together with income tax and capital gains tax), but the tax system of the United States will also be examined and typically that of Germany or another country as well. Continuing on from the topics studied in LL4CJ, this course will look in-depth a number of key advanced topics that are central to corporate taxation, such as the treatment of shares, the taxation of corporate finance, the treatment of groups of companies, and the taxation of corporate reorganisations (broadly defined).
Teaching: 20 hours of seminars in the LT. 4 hours of seminars in the ST.
10 weekly two-hour seminars in the Lent Term, including seminars led by national tax experts.
Formative coursework: Students are expected to submit one 2,000-word formative essay or equivalent assignment during the course.
Indicative reading: Ault et al, Comparative Income Taxation: A Structural Analysis (Kluwer, 3rd ed. Rev, 2010); Harris, Corporate Tax Law: Structure, Policy and Practice, (Cambridge Univ. Press, 2013); Gordon and Montes Manzano, Tiley & Collison's U.K. Tax Guide (current edition); Tiley and Loutzenhiser, Revenue Law (Hart, 7th ed., 2012); Tiley and Loutzenhiser, Advanced Topics in Revenue Law (Hart, 2013); Bramwell et al., Taxation of Companies and Company Reconstructions; Bittker and Eustice, Federal Income Taxation of Corporations and Shareholders; Abrams & Doernberg, Essentials of US Taxation; Tolley's Yellow Tax Handbook, or CCH The Red Book (current edition).
Detailed reading lists will be provided during the course via Moodle.
Recommended preliminary reading
Hugh Ault et al, Comparative Income Taxation (Kluwer Law International 3rd ed. 2010).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Students will be assessed by a two-hour written examination in May/June.
Candidates will be permitted to take into the examination room unannotated copies of approved statutory materials.

LL4CL Half Unit
Explaining Punishment: Philosophy, Political Economy, Sociology

This information is for the 2017/18 session.
Teacher responsible: Dr Peter Ramsay NAB 6.27
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Law, Anthropology and Society, MSc in Social Policy (Research) and Master of Laws - Criminology and Criminal Justice. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course aims to provide students with a comprehensive overview of the theories that explain the practice of punishment, a practice that defines the criminal law. It will do this by introducing students to philosophical, sociological, political economy and comparative approaches to punishment. It will involve the discussion of all the major philosophical justifications and critiques of state punishment, and sociological and political economy explanations and critiques of punishment.
After an introduction discussing the different approaches to punishment, three seminars will discuss the classical philosophical justifications of punishment and a fourth the contemporary critiques of those classical approaches. Seminars 5 and 6 will discuss punishment from the perspective of sociology and political economy. Seminar 7 will consider comparative approaches to punishment. Seminars 8 and 9 will look at two key aspect of the sociology of punishment, punishment as a cultural phenomenon and punishment as an exercise of power and authority. The final seminar considers the relation between these different perspectives.
Teaching: 20 hours of seminars in the LT.
There will be a Reading Week in week 6 of LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading:
- A von Hirsch, A Ashworth and J Roberts, Principled Sentencing: Readings on Theory and Policy (Hart, 2009)
- B Hudson, Understanding Justice (Open University Press 2003)
- N Lacey, The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies, (Cambridge University Press 2008)
- J Simon and R Sparks (eds), The Sage Handbook of Punishment and Society (Sage 2013)
- D Garland, Punishment and Modern Society: A Study in Social Theory (Oxford University Press 1990)

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CM Half Unit Not available in 2017/18
Law in the Economy

This information is for the 2017/18 session.
Teacher responsible: Prof Andrew Lang NAB6.19
Availability: This course is available on the MSc in Law and Accounting, MSc in Law, Anthropology and Society, MSc in Regulation and Master of Laws. This course is available with permission as an outside option to students on other programmes

where regulations permit.
Course content: Legal regimes of market regulation are based on particular ideas about the nature of 'markets': what markets are, how they arise, what forms they take, and what dynamics they exhibit. As our ideas about the nature of markets have evolved over the course of the last two centuries, the way we govern the market through law has evolved with them. In the period since the global financial crisis of 2007, we are currently living through another period of ideational change, as mainstream ways of thinking about markets have been discredited and policy-makers look explicitly for new and better ways of understanding how markets work and what they are.
The aim of this course is to enable students to engage with this intellectual moment, by introducing them in a systematic way to the major competing traditions of thought about the nature of markets, with particular attention to the question of the relationship between markets and law, and the proper purposes to which law should be deployed in economic life. In what sense are markets 'spontaneous' social forms, and to what extent do they rely on the prior creation of complex legal and other institutions? Are economic actors naturally 'rational' or do they have to be taught to be rational, and if so how? What is the role of social networks and social norms in shaping the dynamics of markets, and what can that teach us about the proper forms of law in the market?
Students will be introduced to a wide variety of economic schools of thought from the early 20th century onwards, including mainstream neoclassical economics, behavioural economics, institutional economics, new institutional economics, as well as varieties of economic sociology and economic anthropology. We will consider the reception of these schools of thought within legal scholarship, from the legal realists, to law and economics. The focus will be on canonical texts from across the spectrum, drawing from writers such as Hayek, Polanyi, Friedman, North, Bourdieu, Foucault, Hale, Veblen, Knight, Callon and many others. The course will therefore involve close engagement with core theoretical texts, but care will be taken to ground the discussion of such texts with illustrations taken from contemporary spheres of regulation. These are likely to change from year to year.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Granovetter, Mark, 'Economic Action and Social Structure: The Problem of Embeddedness' (1985) 91(3) American Journal of Sociology 481-510. Polanyi, The Great Transformation (1944). Hayek, The Road to Serfdom (1944). North, Institutions, Institutional Change and Economic Performance (1990). Akerloff and Schiller, Animal Spirits: How Human Psychology Drives the Economy, and Why it Matters for Global Capitalism (Princeton, 2008). Cooter and Ulen, Law and Economics (latest edition). Callon (ed), The Laws of Markets (Blackwell, 1998). Lauren B. Edelman and Robin Stryker, "A Sociological Approach to Law and the Economy," in The Handbook of Economic Sociology, 2nd ed. (2005), 527–551. Hall and Soskice (eds) Varieties of Capitalism. The Institutional Foundations of Comparative Advantage (2001). Thaler and Sunstein, Nudge: Improving Decisions About Health, Wealth, and Happiness (Yale, 2008). Foucault, The Birth of Biopolitics (2004). Coase, 'The Problem of Social Cost' (1960) 3 Journal of Law and Economics 1. Robert L. Hale, "Coercion and Distribution in a Supposedly Non-Coercive State," (1923) 38(3) Political Science Quarterly 470–494
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CN Half Unit Not available in 2017/18
New Technologies in Law and the Body

This information is for the 2017/18 session.
Teacher responsible: Dr Tatiana Flessas NAB 7.27
Additional Teacher(s):
Professor Emily Jackson, NAB 7.10
Availability: This course is available on the MSc in Law, Anthropology and Society, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
For the LLM (Specialisms: Legal Theory)
Course content: The course addresses the interrelation of law, technology and theories of 'the body'. Within the broad categories of 'Beginnings', 'Bodies' and 'Endings', we look at emerging medical technologies and their effect on social and theoretical conceptions of the body and its capacities.
1. Introduction (Professor Emily Jackson; Dr Tatiana Flessas)
Beginnings:
2. Assisted Conception;
3.Fertility Markets;
4. Surrogacy.
Bodies:
5. Regulating Obesity;
6. Enhancements;
7. Gender and the Body.
Endings:
8. Incapacity;
9. Law in the Neonatal Intensive Care Unit;
10. Assisted Dying.
Teaching: 20 hours of seminars in the MT.
There will be a Reading Week in week 6 of MT.
Formative coursework: Students are invited to submit one 2,000 word essay.
Indicative reading: A detailed reading list will be provided.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4CO Half Unit
Taxation of Wealth

This information is for the 2017/18 session.
Teacher responsible: Dr Andrew Summers NAB.6.02
Availability: This course is available on the MSc in Inequalities and Social Science, MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: This course is suitable for students who have not previously studied taxation. Some prior familiarity with principles of tax design is advantageous but not essential.
Course content: The course examines the taxation of wealth from a variety of interdisciplinary perspectives, drawing on research from political theory, economics, social policy and law. The main aims of the course are to explain why wealth taxes currently play a relatively minor role in modern tax systems (compared, for example, with taxes on income), and to evaluate the options for taxing wealth, including: taxes on transfers of wealth; taxes on assets; and taxes on the returns on wealth. The focus is on the UK and US contexts although comparisons are also made with other jurisdictions.
Part I of the course introduces key debates from across the social sciences relevant to the taxation of wealth. Seminars 1-5 cover: (i) defining and measuring wealth; (ii) inequality and distributive justice; (iii) property rights; (iv) economic perspectives; and (v)

social and political perspectives. Part II applies these debates to specific wealth tax policies. Seminars 6-10 cover: (i) taxes on transfers, e.g. inheritance or estate tax, gift tax, comprehensive income tax; (ii) taxes on assets e.g. annual wealth tax, property tax, land-value tax; and (iii) taxes on returns e.g. capital gains tax, capital income tax.
Teaching: 20 hours of seminars in the MT.
There will be a reading week in Week 6 MT.
Formative coursework: Students will receive formative feedback on two essay-plans (comprising 300-word abstract, outline of sub-headings, and bibliography) based on past or sample summative essay titles.
Indicative reading: Atkinson, Inequality: What can be Done? (Harvard University Press 2015); Graetz & Shapiro, Death by a Thousand Cuts: The Fight over Taxing Inherited Wealth (Princeton University Press 2005); Hills et al, Wealth in the UK: Distribution, Accumulation and Policy (OUP 2013); Institute for Fiscal Studies, The Structure and Reform of Direct Taxation: The Meade Report (Allen & Unwin 1978); Institute for Fiscal Studies, Tax by Design: The Mirrlees Review, Vols 1 & 2 (OUP 2011); Murphy and Nagel, The Myth of Ownership: Taxes and Justice (OUP 2002); Piketty, Capital in the Twenty-First Century (Harvard University Press 2014); Sandford, Taxing Personal Wealth (Allen & Unwin 1971); Scheve & Stasavage, Taxing the Rich: A History of Fiscal Fairness in the United States and Europe (Princeton University Press 2016); Waldron, The Right to Private Property (OUP 1991)
Assessment: Essay (50%, 3000 words) and essay (50%, 3000 words) in the ST.
For each essay, students will choose a title from a set of options published at the end of the MT.

LL4CP Half Unit
Tax Avoidance

This information is for the 2017/18 session.
Teacher responsible: Dr Michael Blackwell (NAB 7.30)
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in Law and Accounting, MSc in Public Policy and Administration (LSE and Peking University), MSc in Public Policy and Administration (Research), MSc in Regulation and Master of Laws. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course will provide a comprehensive overview of the phenomenon of tax avoidance and of the attempts by states to combat it: both unilaterally and multilaterally. Whilst using examples predominantly from the UK and USA the issues addressed by the course are general across many jurisdictions and so will be applicable to those with interests beyond the UK and USA. The course will be multi-disciplinary, in that the course will draw on accessible social-science literature.
Taxpayers have always sought to minimise their tax burden. However recent decades have witnessed a sharp rise in popular and governmental concern with tax shelters and other tax avoidance. Traditional strategies of tax avoidance have included postponement of taxes and tax arbitrage, in addition to attempting to exploit 'loopholes' through a formalist interpretation of legislation. In recent years the proliferation of complex financial instruments has increased the opportunities for such avoidance. Additionally, globalisation and the development of the digital economy have facilitated tax avoidance strategies of base erosion and profit shifting (BEPS). This rise in opportunities for tax avoidance has been accompanied by an increased public concern that individuals and companies pay their 'fair share' of taxation: which states have responded to both through unilateral and multilateral actions (including the OECD's project on BEPS and the EU's Anti Tax Avoidance Package).
Particular topics covered will include (i) defining avoidance; (ii) strategies of tax avoidance; (iii) statutory interpretation and judicial approaches to tax avoidance especially with reference to the UK and USA; (iv) General Anti-Abuse and Anti-Avoidance Rules and Specific and Targeted Anti-Avoidance Rules; (v) reporting rules and other policies to deter avoidance; (vi) the OECD response to BEPS; (vii) BEPS and the EU; and (viii) corporate social responsibility, professional ethics and public attitudes with regard tax avoidance.
Teaching: 20 hours of seminars in the LT.
There will be a Reading Week in Week 6.
Formative coursework: Students should submit a detailed essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises and act as either a presenter or discussant during seminars.
Indicative reading: Dhammika Dharmapala, 'What Do We Know about Base Erosion and Profit Shifting? A Review of the Empirical Literature' (2014) 35(4) Fiscal Studies 421. J Feldman and JA Kay, 'Tax Avoidance' in Paul Burrows and Cento G Veljanovski (eds), The Economic approach to law (Butterworths 1981). Edward J McCaffery, Income Tax Law: Exploring the Capital Labour Divide (OUP 2012) 12-22; 182-202 (ie 1.6 until the end of Chapter 1 and 'Chapter 7, 'A Summary, of Sorts: Anatomy of a Tax Shelter'). Judith Freedman, 'Interpreting Tax Statutes: Tax Avoidance and the Intention of Parliament' (2007) 53 LQR 123. David A Weisbach, 'An Economic Analysis of Anti-Tax-Avoidance Doctrines' [2002] American Law and Economics Review 88. Grahame R Dowling, 'The curious case of corporate tax avoidance: Is it socially irresponsible?' (2014) 124 Journal of Business Ethics 173. Judith Freedman, 'The Tax Avoidance Culture: Who is Responsible?' (2006) 59 Current Legal Problems 359. Kevin Holland, Sarah Lindop, and Fatimah Zainudin, 'Tax Avoidance: A Threat to Corporate Legitimacy? An Examination of Companies' Financial and CSR Reports' [2016] (3) BTR 310
Assessment: Essay (100%, 6000 words) in the ST.

LL4CQ Half Unit
Legal Aspects of Private Equity and Venture Capital

This information is for the 2017/18 session.
Teacher responsible: Ms Sarah Paterson New Academic Building 6.06 and Dr Simon Witney N/A
Sarah Paterson and Simon Witney will co-teach this course.
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course will equip students with a detailed understanding of the legal structures and issues arising in international private equity and venture capital. It is founded on deep academic analysis of pertinent theoretical and legal issues complemented by insights from relevant practitioners. It will have a pan-EU focus, but with comparative global perspectives.
Class 1: Introduction to private equity and venture capital
This introductory session will include a critical discussion of the academic research suggesting that private equity outperforms other asset classes.
Optional lunchtime practitioner talk: "Why we invest in private equity: a leading UK investor explains the attraction of the asset class"
Class 2: Fund structures: the limited partnership and other international structures
This class looks at the structures adopted, and the reasons why, with particular emphasis on the legal, tax and regulatory characteristics of limited partnerships.
Class 3: Management vehicles and the UK LLP
This class will look at the objectives in structuring the management entity for the fund, with a particular emphasis on the legal and tax characteristics of LLPs, including the UK LLP Act and

recent case law.
Class 4: Private equity fund (and manager) regulation
This session looks at UK and EU regulatory initiatives, and critically evaluates the provisions of the Alternative Investment Fund Managers Directive which affect private equity funds
Class 5: Venture capital investments
Starting from a theoretical perspective, we will analyse the terms of a typical venture capital investment into a portfolio company by reference to example documents. We will also examine various aspects of contract and company law which have particular relevance to VC structures
Class 6: The VC deal: feedback from a practitioner
This week the students will make presentations on some key points arising from a real life deal to a VC investment practitioner and their lawyer, who will then provide feedback on what actually happened and why. We will focus on key points which have a legal as well as a commercial aspect, and connect these to the theoretical discussions in Class 5.
Class 7: The leveraged buyout: corporate governance issues
This class will examine the structure of a buyout and how it differs from a VC investment. We will focus on pertinent company law rules and academic corporate governance theory.
Class 8: Financing
This class will look at the leveraged finance model, advantages of leverage, the LMA Leveraged Loan Agreement, High Yield Bonds, the Inter-creditor Agreement and "covenant-lite" and incurrence covenants
Optional lunchtime talk: "The anatomy of a buyout deal: a leading private equity lawyer talks about a recent high profile deal."
Class 9: Distress
Discussions on the implications of distress for the PE firm, valuation, the new money decision, the role of the inter-creditor agreement and the PE firm as the loan-to-own investor
Class 10: This week we will analyse a suite of leveraged loan deal documentation for a typical private equity buyout. Students will be provided with a fact pattern and asked to apply the theory that they have studied in weeks 8 and 9 to the deal documentation.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
The course will consist of 10 x 2 hour seminars in LT, together with a revision class in ST. There will be a reading week in Week 6. There will also be optional lunchtime talks by practitioners which students may choose to attend, but which not be examined.
Formative coursework: A formative essay will be due in Week 7 and detailed feedback will be provided shortly after. The essay will have a word limit of 1,500 and will provide invaluable preparation for the summative assessment.
Indicative reading: Example core readings: Ascimacopoulous, K. and Bickle, J. (eds), European Debt Restructuring Handbook: Leading Case Studies from the Post-Lehman Cycle (Globe Law and Business, 2013). Blake J., and Robinson, L., "Private equity fund structures – the limited partnership", in Hale, C. (ed.), Private Equity: A Transactional Analysis, 3rd edition (Globe Law and Business, 2015). Cooke, D.J., Private Equity: Law and Practice, 5th edition (Sweet & Maxwell, 2015), selected chapters. Gullifer, L. and Payne J., Corporate Finance Law: Principles and Policy (Hart Publishing, 2015), 768-790. Jensen, M.C. & Meckling, W.H., "Theory of the firm: Managerial behavior, agency costs and ownership structure", 1976, Journal of Financial Economics, 3(4), pp.305–360. Howard, C. and B Hedger, B., Restructuring Law and Practice (LexisNexis, 2014). Morse, G., Partnership and LLP law, 8th edition, (Oxford University Press, 2015), selected chapters. Paterson and Zakrzewski (eds) McKnight, Paterson and Zakrzewski on the Law of International Finance (forthcoming OUP, 2016). Talmor, E. & Vasvari, F., International Private Equity (John Wiley & Sons, 2011), selected chapters. Witney, S., Private Equity Finance and Buyouts, in Dunne, P., (ed). Company Acquisitions Handbook (Tottel Publishing Ltd, 2007), p. 651. Additional weekly readings will be provided to the students at the beginning of the course.
Assessment: Take home exam (100%) in the ST.
Students will be given 48 hours to complete and return a take home exam, with penalties for late submission (as below).
Students will be asked to complete 2 questions from a possible 6 (with a requirement to choose one question from Part 1 and one question from Part 2) and each answer will be limited to 1,500 words, with penalties for exceeding the word limits (as below).
Penalties for Exceeding the Word Lengths
A sliding scale of penalties (between one and nine marks) will be applied to essays that exceed 1,500 words. For example, an essay that is 1,501-1,514 words would incur no penalty, an essay that is 1,515 to 1,529 words would be given a 1 mark penalty; an essay that is 1,530-1,544 words would be given a 2 mark penalty and so on to a maximum of 9 penalty marks. No marks will be awarded for an essay which exceeds 1,649 words.
Penalties for Late Submission
If a student fails to submit by the set deadline the following penalty will apply: Five marks out of 100 will be deducted for a take home exam submitted within 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the exam is submitted.

LL4E6 Half Unit
International Dispute Resolution: Courts and Tribunals

This information is for the 2017/18 session.
Teacher responsible: Dr Devika Hovell NAB6.32 and Prof Andrew Lang NAB6.19
Availability: This course is available on the MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Some prior knowledge of international law is useful but not essential.
Course content: Increasingly, international law is developed, applied and amended through litigation in international, regional and domestic courts. Richard Goldstone, former Prosecutor of the Yugoslav Tribunal, has gone so far as to say, 'it seems to me that if you don't have international tribunals, you might as well not have international law'. In this course, we examine key courts and tribunals operating on the world stage, including the International Court of Justice, the International Criminal Court, the European Court of Human Rights and the WTO Dispute Settlement Body. We look at the theory, politics and practical difficulties of international dispute resolution in these courts.
The course has practical and theoretical aspects. For those interested in a career in international law, we will have the opportunity to hear from a range of interesting and eminent practitioners currently working in the courts and tribunals we study. Interested students can engage in a 'mini¬ moot' before our guest speakers, providing an opportunity to hone their advocacy skills.
The theoretical dimension of the course involves three main elements:
1. First, the course examines the structure and work of the International Court of Justice, the principal judicial organ of the United Nations, focusing on jurisdiction/admissibility, contentious cases and advisory opinions.
2. Secondly, the course introduces a variety of other international courts and tribunals, such as the International Criminal Court, domestic and regional courts dealing with international law and human rights, including the European Court of Human Rights and the European Court of Justice, the WTO Dispute Settlement Body and investment treaty arbitral tribunals. Using contemporary and controversial case studies, the course will critically analyze and contrast the institutional design and jurisdiction of these courts and tribunals.
3. Thirdly, throughout the course we explore key theoretical controversies surrounding the adjudication of international law, focusing in particular on (a) how these courts and tribunals relate

to one another (hierarchy, specialization and fragmentation); (b) what criteria should be used in assessing the legitimacy and effectiveness of these courts and tribunals; and (c) whether and how these courts and tribunals create international law.
Teaching: 20 hours of lectures in the MT. 2 hours of lectures in the ST.
There will be a reading week in Week 6 of Michaelmas term.
Formative coursework: Students are asked to choose from EITHER an oral moot presentation and written submissions OR one 2,000 word formative essay
Indicative reading: Reading lists will be provided for each week's seminar on Moodle.
Indicative reading includes Karen Alter, The New Terrain of International Law: Courts, Politics, Rights (2014 Princeton); Gleider Hernández, The International Court of Justice and the Judicial Function (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) European Journal of International Law 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 Journal of International Criminal Justice 571.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4E7 Half Unit
Investment Treaty Law

This information is for the 2017/18 session.
Teacher responsible: Mr Christopher Thomas NAB7.18 and Dr Jan Kleinheisterkamp NAB7.09
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The aim of the course is to introduce students to international investment law and dispute settlement, the latter emphasizing developments in investment treaty arbitration.
The course focuses on the public international law rules and institutions that govern investments and investment treaty disputes. The course has four components: (1) the historical, theoretical and policy background behind investment treaties and dispute settlement by arbitration; (2) the rules governing jurisdiction and admissibility of investor-state arbitration cases; (3) the substantive principles and standards - such as national treatment, most-favoured-nation treatment, expropriation, and the minimum standard in international law - that may apply to the investor-state relationships; and (4) recognition and enforcement of investor-state arbitral awards and interaction between international tribunals and national courts.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a Reading Week in Week 6.
Formative coursework: One 2,000 word essay after week 6 on previous exam questions.
Indicative reading: R. Dolzer and C. Schreuer, Principles of International Investment Law (2nd edn, OUP 2012); C. McLachlan QC, L. Shore, M. Weiniger, and L. Mistelis, International Investment Arbitration: Substantive Principles (OUP 2007); G. Van Harten, Investment Treaty Arbitration and Public Law (OUP 2006)
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4E8
Law in Society: A Joint Course in Law and Anthropology

This information is for the 2017/18 session.
Teacher responsible: Prof Robert Pottage NAB 7.21
Availability: This course is compulsory on the MSc in Law, Anthropology and Society. This course is available on the MSc in Human Rights, MSc in Regulation and Master of Laws. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course offers a foundation in those elements of anthropological and social theory essential to an understanding of law in society. This course draws on anthropological themes and texts to develop an innovative perspective on contemporary legal norms and institutions. It aims to document legal institutions and practices as concrete ethnographic phenomena, focusing on the techniques of writing and documentation, the legal production of persons and things, and the legal framing of institutions. It combines abstract social theory with concrete ethnographic method in the study of ritual, kinship, property and communicative technologies in formal law.
The course may include the following topics: Law, anthropology, and the production of the social: an introduction to the links between legal and anthropological scholarship, exploring juridical concepts of power, agency and social personality and anthropology's models of society; Legal and political ritual: selected theoretical analyses of modern legal ritual examined against the background of anthropological debates concerning the general nature of ritual; The communication of power in writing: the representation and construction of social institutions in administration; Legal time and evidence: ethnographic analysis of narrative, evidence and proof in different legal cultures; Persons and things: legal forms of personification and objectification in systems of ownership and inheritance, with particular attention to the law governing reproductive resources; Legal collectivities, the modern corporation and its others: ethnographies of the social and legal construction of collective agency; The uses of anthropology in law and politics: the role of anthropology in contemporary contests over indigenous title, cultural property, common property resources, and alternative dispute resolution.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 4 hours of seminars in the ST.
There will be a reading week in week 6 of MT.
Indicative reading: Bruno Latour, The Making of Law, 2009, Niklas Luhmann, Observations on Modernity, 1998 and Law as a Social System, 2004 ; Sally Engle Merry, Getting Justice and Getting Even: Legal Consciousness Among Working-Class Americans, 1990; Brinkley Messick, The Calligraphic State: Textual Domination and History in a Muslim Society, 1993; Martha Mundy (Ed), Law and Anthropology, 2002; W T Murphy, The Oldest Social Science?, 1997; Leopold Pospisil, Anthropology of Law: A Comparative Theory, 1971; Alain Pottage and Martha Mundy (eds.), Law, Anthropology and the Constitution of the Social: Making persons and things, 2004; Elizabeth Povinelli, The Cunning of Recognition, 2002; Roy Rapapport, Ritual and Religion in the Making of Humanity, 1999; Annelise Riles, The Network Inside Out, 2000, and Collateral Knowledge. Legal Reasoning in Global Financial Markets, 2011; Simon Roberts & John Comaroff, Rules & Processes, 1983; Simon Roberts, Order and Dispute, 1973; Marilyn Strathern, Property, Substance & Effect: Anthropological Essays on Persons and Things, 1999 and Kinship, Law and the Unexpected, 2005; Alain Supiot, Homo Juridicus: On the anthropological function of the law, 2007; Gunther Teubner (Ed), Global Law Without a State, 1997.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL4E9

Dissertation: MSc Law, Anthropology and Society

This information is for the 2017/18 session.
Teacher responsible: Prof Robert Pottage NAB7.21
Availability: This course is compulsory on the MSc in Law, Anthropology and Society. This course is not available as an outside option.
Course content: Topics to be determined in consultation with programme teachers.
Teaching: 20 hours of seminars in the LT.
Dissertation meetings with programme teachers
Assessment: Dissertation (100%, 10000 words) post-summer term.

LL4F1 Half Unit Not available in 2017/18

Secured Financing in Commercial Transactions

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Bridge NAB6.21
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: An examination of the proprietary and security aspects of commercial transactions. This course considers the significance of property and the special protection the law affords to proprietary interests (mainly in movable property). It examines various types of commercial transactions involving the transfer of property, the use of property, the taking of security and certain quasi-security transactions having a similar effect to security. It explores the different types of security and other transactions that may be available in the context of various types of asset, as well as priority issues when there are conflicting interests. The course will also consider proposals for reforming the law and alternative approaches that might be taken. The course is based upon the principles of English law but reference may also be made to other systems of law and to international initiatives sponsored by Unidroit and UNCITRAL.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: A detailed reading list will be distributed during the course. For preliminary reading on the basic principles see M Bridge, Personal Property Law (3rd Edn.) (especially chapters 6-7); M Bridge, The English Law of Real Security [2002] European Review of Private Law 483-508, and E McKendrick, Goode on Commercial Law (4th Edn) (especially chapters 22-25).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
One two-hour open book examination paper.

LL4F2 Half Unit

The Law and Practice of International Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Joanne Braithwaite NAB7.28
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 90 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: LL4F2 examines the legal issues which arise in international financial markets based in London. This course looks at various types of financial transactions and structures which are widely used in the financial markets, such as derivatives and syndicated loans. We make reference to certain sets of trade association drafted terms throughout the course. With an emphasis on private law, the course considers the relevant legal, commercial and regulatory background and the risks and protections available to participants in the global financial markets. The course is based upon an analysis of the relevant issues under English law with some reference to other systems for comparative purposes. The subject matter ties in well with the LLM evening seminars in financial and corporate law. The course will be underpinned by discussion of the legal principles involved in international finance, but the case studies referenced will be topical. In this sense, the content of the course will be adapted to the fast moving developments affecting international markets in capital and in risk (for example, in recent sessions the course has examined the legal basis of prime brokerage relationships, the related Lehman Brothers litigation and the ongoing regulatory reform of the OTC derivatives markets, including the new requirement of mandatory CCP clearing, triggered by the G20 statement in 2009).
Teaching: 20 hours of lectures and 5 hours of seminars in the LT. 2 hours of lectures in the ST.
There will be a reading week in week 6 of LT
Formative coursework: Students will be asked to submit one essay, which may be completed in exam conditions. The course also involves group presentations and other classwork.
Indicative reading: Examples of texts which will be referenced on the course: J Braithwaite, 'Law after Lehmans' (LSE Law Working Paper 11/2014); J Braithwaite 'Standard form contracts as transnational law' (2012) 75(5) MLR 779; L Gullifer and J Payne, Corporate Finance Law: Principles and Policy (Hart, 2nd edition, 2015); J Benjamin, Financial Law (OUP, 2007). A full reading list will be distributed via Moodle.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Assessment is by closed book written examination.

LL4F3 Half Unit

Mergers, Acquisitions and Restructurings in Europe

This information is for the 2017/18 session.
Teacher responsible: Mr Edmund-Philipp Schuster NAB6.30
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 90 students.Students must apply through Graduate Course Choice on LSEforYou.
Course content: In this course, we will explore the regulation of mergers, acquisitions and restructurings in Europe. The course will examine the available legal techniques for the combination and restructuring of business operations in Europe, with a particular focus on cross-border transactions. Areas covered will include corporate mobility in Europe, domestic and cross-border mergers, de-mergers, spin-offs, public takeovers, and the European Company, and how it is used for business restructuring and reorganisation. Particular attention will be paid to the interaction between the relevant legal concepts and the economic and financial environment firms operate in.
Content overview
- The market for corporate control, corporate ownership structures and transaction structures for takeovers and restructurings in Europe
- European takeover regulation
- Domestic mergers
- Divisions & spin-offs

• Cross-border mergers in Europe
• Employee participation and its relevance for corporate transactions
• Restructuring and the European Company (SE)
• Introduction to taxation of corporate transactions (non-examinable)

Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: One 1500 word essay, due in Week 7 of LT.
Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Sample readings: R. Romano, A Guide to Takeovers: Theory, Evidence and Regulation (1992) 9 Yale Journal of Regulation 119; RD Kershaw, Company Law in Context (2012), Web Chapter A [available here: http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web_Chapter_A.pdf]; S Grundmann, European Company Law (Intersentia, 2nd ed. 2011): Chapter 3 (Mergers & Divisions); R Kraakman et al, The Anatomy of Corporate Law (OUP, 2nd ed. 2009): Chapter 7 (Control Transactions); PL Davies et al, The Takeover Directive as a Protectionist Tool? [available here: http://ssrn.com/paper=1554616]; C Clerk et al, A Legal and Economic Assessment of European Takeover Regulation [available here: www.ceps.eu/system/files/Takeover%20Bids%20Directive%20book%20-%20Final.pdf]; E-P Schuster, The Mandatory Bid Rule: Efficient, After All? (2013) 76 Modern Law Review 529; KJ Hopt and E Wymeersch (eds), European Takeovers: Law and Practice; M Pannier, The EU Cross Border Merger Directive – A New Dimension for Employee Participation and Company Restructuring (2005) 16 European Business Law Review 1424.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4F4 Half Unit
Takeover Regulation in the UK and the US

This information is for the 2017/18 session.
Teacher responsible: Prof. David Kershaw
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course will look at the regulation of the market for corporate control in the United Kingdom and the United States. The course focuses in particular on the regulation of the bid process and takeover defence regulation in the UK and the US. For a full topic and reading list, see the Moodle web site.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a Reading Week in week 6 of MT
Formative coursework: 1,500 word essay.
Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Background material can be found in D. Kershaw, Principles of Takeover Regulation (OUP, 2016), R. Kraakman et al, The Anatomy of Corporate Law (2004), Chapter 7; B. Black, The Law and Finance of Corporate Acquisitions (1995); and W. Carney, Mergers and Acquisitions (2003).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4F6 Half Unit Not available in 2017/18
International Dispute Resolution: Non-Adjudicatory

This information is for the 2017/18 session.
Teacher responsible: Prof Christine Chinkin NAB6.15
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: International Dispute Resolution: Non-Adjudicatory Processes is concerned with the way in which conflicts or potential conflicts, both between states and with other participants in the international arena, can be peacefully managed and resolved. The course considers the options available for the peaceful settlement of international disputes. . It will examine the general obligation under international law to settle disputes peacefully, focussing particularly (but not exclusively) on non-adjudicatory means of international dispute settlement, such as negotiation, inquiry, mediation and conciliation. Using controversial case studies (including those relating to peace processes), the course will examine the respective advantages and disadvantages of these various mechanisms, the interplay between them, and the factors that influence their effectiveness. It will also explore some of the theoretical issues that underpin international dispute resolution.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to complete one 1,500 word essay during the course.
Indicative reading: J Collier & V Lowe, The Settlement of Disputes in International Law Institutions and Procedures (Oxford, 1999); J Merrills, International Dispute Settlement (5th ed, Cambridge, 2011); C. Bell, Peace Agreements: Their Nature and Legal Status, 100 AJIL (2006) 373; International Dispute Resolution from Hilary Astor and Christine Chinkin, Dispute Resolution in Australia, Sydney, Butterworths, 2002; Anne Peters, International Dispute Settlement: A Network of Cooperational Duties, 14 European Journal of International Law 1 (2003).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4F9 Half Unit
Legal Research and Writing Skills

This information is for the 2017/18 session.
Teacher responsible: Dr Joanne Braithwaite NAB7.28
Availability: This course is compulsory on the Master of Laws and Master of Laws (extended part-time study). This course is not available as an outside option.
Course content: This course on Legal Research and Writing has a taught component focusing on research and writing skills and a stand-alone dissertation (details about which may be found in the LLM Handbook), to be written in a substantive law area of the student's choice.
The two components will be carefully integrated. Over the taught part of the course, students should gain a better understanding of:

• the nature of research in general; the distinctive features (if any) of legal research and the range of questions and research methodologies to be found within legal scholarship;
• how to conduct legal research, including research design, refining a research question, resource identification and searching for relevant materials; legal referencing and citation skills;
• how to develop legal writing skills, relating to both the process of writing, as well as the end-product; integrating a literature review; and presenting findings to a scholarly audience, etc.

Topics for the lectures will be: (1) Choosing your dissertation topic; (2) Research methods; (3) Writing skills; (4) Library skills, referencing and plagiarism.
The two tutorials will have a small group format (usually 4-5 students in each tutorial) and will focus on: (1) developing your research proposal; and (2) writing skills. One of the aims of the tutorials will be to prepare students for their two dissertation supervisions with faculty members.
The course will also offer the opportunity to participate in

workshops. For example, there are skills sessions run by the LSE Library designed for students on this course to develop their legal research skills and awareness of the resources on offer in the LSE Library and beyond. The course also links in closely to the programme of workshops and events offered by the LSE Life centre, and the most relevant of these support sessions will be referenced on this course.
Teaching: 8 hours of lectures and 1 hour of classes in the LT. 1 hour of classes in the ST.
Teaching will consist of: (a) Four 120 minute lectures in LT; (b) One 60 minute tutorial in LT and one 60 minute tutorial in ST; (c) Other Workshops and drop-in sessions as may be advertised during the course.
Formative coursework: Students will be invited to prepare a short writing samples and dissertation plans, etc., for their tutorials.
Assessment: Dissertation (100%, 10000 words) post-summer term.
See the LLM handbook for full details and regulations about the dissertation.

LL4G6 Half Unit Not available in 2017/18
International Commodity Sales

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Bridge NAB6.21
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The course is concerned with the international sale of goods where English law is the applicable law by virtue of well-established standard form contracts used extensively in the trade, such as GAFTA 100 (a CIF contract form). English law plays a dominant part in the international sale of commodities, especially in the case of dry commodities (wheat, soya etc) produced in North America and transported to a northern European destination. It is usually the case that such contracts have no physical connection with England. There is a rich case law dealing with sales on FOB, CIF and similar terms and there are interesting comparisons to be drawn between forward physical sales and futures sales. Interesting questions are also posed by the intersection of various allied contracts concluded to give effect to the international venture, notably, sale, letters of credit, insurance and carriage (or charter parties). Extensive consideration is given to the UCP600 Customs and Practice on Documentary Credits 2007.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a Reading Week in week 6 of MT.
Formative coursework: One 2,000 word essay.
Indicative reading: Michael Bridge, The International Sale of Goods (Oxford, 3rd ed 2013); Michael Bridge, The Sale of Goods (2nd ed 2009); A Slabotsky, Grain Contracts and Arbitration (Lloyd's London, 1984); M Bridge (ed), Benjamin's Sale of Goods (Sweet & Maxwell, 9th ed 2014); D Morgan, Merchants of Grain (Penguin, 1980); E McKendrick (ed), Goode on Commercial Law (Penguin, 4th ed 2010); International Chamber of Commerce, Incoterms 2010; International Chamber of Commerce, UCP Rules on Uniform Customs and Practice for Documentary Credits (UCP 600, 2007). Plus a substantial list of cases and some articles.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4G7 Half Unit Not available in 2017/18
Mental Health Law: The Civil Context

This information is for the 2017/18 session.
Teacher responsible: Prof Jill Peay NAB6.11
The course is taught in the Michaelmas term at Kings College by Professor Genevra Richardson. Students from Kings are taught alongside those from the LSE.
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 5 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course aims to integrate a practical and theoretical understanding of mental health law, as it relates both to mental illness and mental incapacity. It is not intended to provide a comprehensive understanding of the law in England and Wales, but rather aims at broader conceptual understanding of the problem areas that are likely to bedevil mental health law across many jurisdictions. The course makes reference to both the Mental Health Act 1983 and the Mental Capacity Act 2005.
Teaching: 22 hours of seminars in the MT. 2 hours of seminars in the ST.
22 hours of seminars in the MT over Weeks 1-4 and 6-11 to fit in with King's teaching schedule.
Formative coursework: One 2,000 word essay.
Indicative reading: There is no single satisfactory text. See B. Hale (2010) Mental Health Law 5th Edition or P Bartlett & R Sandland, Mental Health Law: Policy and Practice (2014) Oxford University Press, Sweet and Maxwell. The latter is the best up to date text available. There is a new addition of Brenda Hale's book due soon. Whether it will be available by Oct 2016 is unknown.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4G8 Half Unit
Law of Corporate Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Eva Micheler NAB7.35
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 75 students.
Course content: The course examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, identifying and protecting shareholder rights, issuing shares, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, reform and moving to a solvency test, property rights in shares and financial assistance. The course will focus on English law, but will also look at other legal systems in particular at German law.
Teaching: 20 hours of lectures and 4 hours of seminars in the MT. 2 hours of lectures in the ST.
Formative coursework: Students will have the opportunity to write a formative essay for each of the classes. All students are strongly encouraged to write at least one essay.
Indicative reading: Gower and Davies, Principles of Modern Company Law, 9th edn, 2012; Eilis Ferran, Principles of Corporate Finance Law, 2008, Eva Micheler, Interests in Securities, 2007.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4H2 Half Unit
Media Law: Regulating Publication

This information is for the 2017/18 session.
Teacher responsible: Dr Andrew Scott NAB6.25
Availability: This course is available on the MSc in Media and Communications (Media and Communications Governance), Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course examines the legal and administrative regulation of mass media publication (principally the press, the broadcast media, and institutionalised Internet publication). The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines potential restrictions on publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality of political representations, the avoidance of offence (obscenity and religion), and national security.
Teaching: 20 hours of seminars in the MT.
There will be a reading week in week 6.
10 weekly two-hour seminars in MT. The course is also supported by a series of specialist seminars with outside speakers, and by an online discussion forum.
Formative coursework: Students must submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 1,500 word essay.
Indicative reading: Supporting texts for the course include Parkes and Mullis (eds) Gatley on Libel and Slander (Rev 12th edn, Sweet & Maxwell, 2015), and Barendt et al, Media Law: Texts, Cases and Materials (Pearson, 2013); Leveson, An Inquiry Into the Culture, Practices and Ethics of the Press: Report, HC 780, 2012. These and other materials relevant to the course are generally made available via the BLPES electronic resources or online.
Assessment: Essay (100%, 8000 words).

LL4H3 Half Unit
Media Law: Regulating Newsgathering

This information is for the 2017/18 session.
Teacher responsible: Dr Andrew Scott NAB6.25
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course examines the legal and administrative regulation of newsgathering and content production practices undertaken by journalists and others working in the media sector. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of newsgathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include the protection of sources and journalistic materials; 'cheque-book journalism' (including payments to witnesses and to criminals); access to information held by the state (freedom of information); access to courts and legal documents; media-police interaction; harassment and media intrusion, and the regulation of surreptitious newsgathering practices (hacking, tapping and subterfuge).
Teaching: 20 hours of seminars in the LT.
There is a reading week in week 6.
The course is also supported by a series of specialist seminars with outside speakers, and by an online discussion forum.
Formative coursework: Students must submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 1,500 word formative essay.
Indicative reading: Supporting texts for the course include Millar and Scott, Newsgathering: Law, Regulation and the Public Interest (Oxford University Press, 2016); Leveson, An Inquiry Into the Culture, Practices and Ethics of the Press: Report, HC 780, 2012, Warby, Moreham and Christie (eds), Tugendhat and Christie: The Law of Privacy and the Media, (3rd ed, OUP, 2015), Flat Earth News (Chatto & Windus, 2008); de Burgh, Investigative Journalism (Routledge, 2nd ed, 2008). Many of these and other materials relevant to the course are made available via the BLPES electronic resources or online.
Assessment: Essay (100%, 8000 words) in the ST.

LL4H4 Half Unit
International Financial Law

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Paech NAB7.05
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 60 on a 'first come first served' basis.
Course content: The traditional financial market sectors of insurance, commercial banking, derivatives, capital markets and asset management are converging in practice, but their academic analysis is still largely sector-based. This course offers a cross-sectoral, functional analysis, permitting students to grasp the big picture. It highlights certain anomalies in differing legal treatment of the respective sectors, and considers key trends. The course provides an overview of the substantive law aspects (UK, EU and international) of international financial and business transactions. The focus is mainly on broad principles and policy issues rather than a detailed examination of statute, case law and drafting. However, where appropriate, legal concepts and market practice will be explained by reference to case law and other legal sources. The course is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

- Introduction:
  - Logic and players of the financial market
  - Overview of types of financial transactions
  - Reasoning and sources of financial law and regulation
  - The types of risk and the role of financial law
  - European and global legal and regulatory architecture
- Raising capital: taking risk through funded positions
  - The nature of banks, deposit taking, loans, syndicated loans
  - Issuance of debt securities, eurobonds and equity
  - Investment funds
  - Cross-comparison of funded positions, common patterns and differences
- MItigating financial risk: simple financial positions
  - Guarantee and insurance
  - Derivatives and credit default swaps
  - Structured finance, securitisation
  - Cross-comparison and the risk of recharacterisation
- Mitigating financial risk through net and asset-backed positions

- Set-off and netting
- Security interests, quasi-security and financial collateral
- Insolvency policy and preferential treatment of financial firms

• Cross-jurisdictional analysis
- Private international law analysis in financial law
- Example 1: intermediated securities and cross-border collateral
- Example 2: cross-jurisdictional netting
- Common patterns and difficulties

Teaching: 20 hours of lectures and 5 hours of seminars in the MT. 2 hours of lectures in the ST.
The course will comprise a two hour weekly lecture in MT and small group follow-up seminars in weeks 3,5,7,9 and 11. There will be a Reading Week in week 6 of the MT. There will be a revision lecture in ST.
Formative coursework: Students will be asked to submit a 2,000 word essay during LT. A voluntary mock exam is also offered.
Indicative reading: A detailed reading list will be made available on Moodle prior to teaching.
Recommended general reading: (a) Joanna Benjamin, Financial Law, Oxford University Press, 2007; (b) Colin Bamford, Principles of International Financial Law, Oxford University Press, 2011; (c) Philip Wood, Law and Practice of International Finance (University Edition) 2007, Sweet&Maxwell; (d) S. Valdez, Ph. Molyneux, An Introduction to Global Financial Markets, 6th ed., Palgrave-McMillan, 2010 (this last one is not a legal work but ideal for understanding market practice).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Assessment is by closed book written examination. The exam is two hours plus 15 minutes reading time.

LL4H7 Half Unit
Foundations of Legal Theory

This information is for the 2017/18 session.
Teacher responsible: Anne Barron NAB6.05
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Legal Theory.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: None
Course content: Drawing on major themes of modern European philosophy, this course re-frames the questions that have been taken as defining jurisprudential inquiry: What accounts for the foundations of legal orders and their durability across space and time? How and why do legal norms change? What explains the normativity of law? What is the connection between sovereignty and legal validity? Is there a connection between democracy and legal validity? Is it part of the definition of a legal norm's validity that it advances morality or the common good? Is it part of law's essence that it institutionalizes individual rights, and if so, which ones? Throughout, these questions are addressed in relation to the philosophical tradition that links Kant, Hegel and Habermas; hence the focus of the course is on how, and how far, modern law enables the realisation of the ideals of autonomy and mutual recognition.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Jürgen Habermas, Between Facts and Norms (Polity Press 1996); G.W.F. Hegel, Elements of the Philosophy of Right (trans. H. Nisbet) (Cambridge University Press 1991); Immanuel Kant, Practical Philosophy (ed. Mary Gregor) (Cambridge University Press 1999); Henry Allison, Kant's Groundwork for the Metaphysics of Morals: A Commentary (OUP, 2011); Elisabeth Ellis, (ed.) Kant's Political Theory: Interpretations and Applications (Penn State UP, 2012); Arthur Ripstein, Force and Freedom: Kant's Legal and Political Philosophy (Harvard University Press, 2009); Sari Kisilevsky and Martin J Stone (eds.) Freedom and Force: Essays on Kant's Legal Philosophy (Hart, 2017); Allen Wood, Hegel's Ethical Thought (Cambridge University Press, 1990).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4H8 Half Unit
Employment Law

This information is for the 2017/18 session.
Teacher responsible: Dr Astrid Sanders
Availability: This course is available on the MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Inequalities and Social Science, MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: Regulation of the content and the form of the employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Protection against discrimination in the workplace. Discipline and protection from dismissal and termination of employment. Business reorganisation and economic dismissals. Freedom of association and the right to strike. Privacy inside and outside of the workplace. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.
Teaching: 20 hours of seminars in the MT.
There will be a reading week in Week 6.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle.
Hugh Collins, Employment Law, 2nd edn (Oxford University Press, 2010), Chapters 1-9.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Candidates are allowed to take an unannotated copy of a collection of statutory materials into the examination.

LL4H9 Half Unit Not available in 2017/18
Human Rights in the Workplace

This information is for the 2017/18 session.
Teacher responsible: Dr Astrid Sanders
Availability: This course is available on the MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Rights, MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The sources and application of human rights in the workplace, including international and European laws and conventions. Civil liberties of employees. Social and economic rights of workers. Protection from discrimination in the labour market and employment. As well as detailed examination of legal

materials, the approach involves discussion of theories of human rights and comparisons between legal systems.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: One 2,000 word essay and one presentation.
Indicative reading: A detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle Preliminary reading: Hugh Collins, Employment Law, 2nd edn (Oxford University Press, 2010), Chapters 9-10.
Assessment: Essay (100%, 8000 words) in the ST.

LL4J1 Half Unit
Critical Perspectives on Legal Theory

This information is for the 2017/18 session.
Teacher responsible: Anne Barron NAB6.05
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Legal Theory.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Students must have completed LL4H7 (Foundations of Legal Theory) unless exempted from this requirement by the course convenor.
Course content: The aim of this course is to consider aspects of the phenomenon of law that have arguably been insulated from critical scrutiny by traditional jurisprudence. The questions structuring the seminars will accordingly include the following: What are the material conditions for law's existence as a putatively legitimate structure of authoritative norms? What are the connections between law and other modalities of power that are not encoded in the form of sovereignty? What is the relationship between law and violence? What is the relationship between law and freedom? Are the forms of subjectivity and mutual recognition institutionalized by the legal order always linked with emancipatory social change, or can they also be complicit with processes of domination and exploitation? Is law necessary for individual and collective self-determination? These questions are approached from a variety of critical perspectives, including Marxist, post-Marxist, post-structuralist, and post-colonialist perspectives. Accordingly, the course will encourage reflection on the normative grounds for social criticism generally, and in particular on the role that ideas of progress and emancipation can or should play in a critical legal theory.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Amy Allen, The Politics of Our Selves: Power, Autonomy and Gender in Contemporary Critical Theory (Columbia University Press 2007); Amy Allen, The End of Progress: Decolonizing the Normative Foundations of Critical Theory (Columbia University Press, 2016); Luc Boltanski, On Critique: A Sociology of Emancipation (Polity Press 2011); Diana Coole and Samantha Frost (eds.) New Materialisms: Ontology, Agency, and Politics (Duke UP 2010); Mitchell Dean, Governmentality: Power and Rule in Modern Society 2nd ed. (Sage 2009); Lois McNay, The Misguided Search for the Political: Social Weightlessness in Radical Democratic Theory (Polity 2014); Andrew Schaap (ed.) Law and Agonistic Politics (Ashgate 2009); Mark Wenman, Agonistic Democracy: Constituent Power in the Era of Globalization (Cambridge University Press, 2013); David West, Continental Philosophy: An Introduction (2nd ed.) (Polity, 2010); Allen Wood, Karl Marx (2nd ed.) (Oxford: Blackwells, 2004)
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4K4 Half Unit
The International Law of Self-Determination

This information is for the 2017/18 session.
Teacher responsible: Dr James Irving
Availability: This course is available on the MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Some prior knowledge of international law is useful but not essential.
Course content: This course will provide a general introduction to the doctrine of self-determination in international law. Self-determination will be historically contextualised from its intellectual progenitors in the Enlightenment through to its political birth at the 1919 Paris Peace Conference and its formal induction into international law by virtue of the 1945 UN Charter. Both the detail of the doctrine's content and the dynamic governing its development will be explored. The relationship between self-determination and state formation (including decolonisation and secession), minority rights, aboriginal rights, women's rights and the nascent right to democratic governance will be central topics. Reference will also be made to the interplay between self-determination and economic rights, including permanent sovereignty over natural resources, the right to development and the "third generation rights" movement more generally. Self-determination's influence upon the international rules governing the use of force will be discussed, but these rules will not be a primary focus. Upon completion of the course students will be in a position to legally analyse contemporary fact patterns and to identify both strengths and weaknesses in the existing legal framework. Students will have considered new and novel approaches to self-determination and will be able to situate the doctrine in relation to international law and human rights. Those taking the course will gain an appreciation for self-determination's particular contribution to political and economic liberty.
Teaching: 20 hours of seminars in the MT.
(Please note that week six will be a reading week.)
Formative coursework: Students will be asked to submit one 2,000 word essay.
Indicative reading: Introductory reading: Crawford, James, "The Right of Self-Determination in International Law: Its Development and Future" in Alston, Philip, ed., People's Rights (Oxford: Oxford University Press, 2001) 7. Additional sources: Alston, Philip, ed., Peoples' Rights (Oxford: Oxford University Press, 2001); Anaya, S. James, Indigenous Peoples in International Law, 2nd ed. (Oxford: Oxford University Press, 2004); Bayefsky, Anne, ed., Self-Determination in International Law: Quebec and Lessons Learned (The Hague: Kluwer Law, 2000); Buchanan, Allen, Justice, Legitimacy, and Self-Determination: Moral Foundations for International Law (Oxford: Oxford University Press, 2004); Cassese, Antonio, Self-Determination of Peoples: A Legal Reappraisal (New York: Cambridge University Press, 1995); Charlesworth, Hillary & Chinkin, Christine, The Boundaries of International Law (Manchester: Manchester University Press, 2000); Crawford, James, ed., The Rights of Peoples (Oxford: Clarendon Press, 1988); Hannum, Hurst, Autonomy, Sovereignty, and Self-Determination: the Accommodation of Conflicting Rights, rev. ed. (Philadelphia: University of Philadelphia Press, 1996); Irving, James, "Self-Determination and Colonial Enclaves: The Success of Singapore and the Failure of Theory" (2008) 12 S.Y.B.I.L. 97-122.
Assessment: Essay (100%, 8000 words).

LL4K5 Half Unit

International Commercial Contracts - General Principles

This information is for the 2017/18 session.
Teacher responsible: Dr Jan Kleinheisterkamp NAB7.09
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: Firm knowledge in contract law and/or international sale of goods from previous studies.
Course content: The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture. These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and penalties. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally accepted principles. Where there are divergences between existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts and, where appropriate, the European Principles of Contract Law. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both classes and examination, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a Reading Week in Week 6.
Formative coursework: One 2,500 word essay after week 6 on previous exam questions (choice of 1 out of 3).
Indicative reading: S. Vogenauer & J. Kleinheisterkamp, Commentary on the UNIDROIT Principles of International Commercial Contracts (1st edn, OUP 2009); H. Kötz, European Contract Law (OUP 1997); K. Zweigert & H. Kötz, An Introduction to Comparative Law (3rd edn, OUP 1998); H. Beale et al., Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law (2nd edition, OUP 2010); T. Kadner Graziano, Comparative Contract Law (Palgrave 2009).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4K6 Half Unit Not available in 2017/18

International Uniform Sales Law

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Bridge NAB6.21
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The course concerns sales conducted on the basis of the United Nations Convention on the International Sale of Goods 1980 (CISG). Nearly eighty countries accounting together for two-thirds of the world's export trade, have so far adopted the CISG, which has generated an enormous primary and secondary literature, a great part of which is available on the internet. It has been incorporated as domestic law in Israel and Norway and has also very largely informed the Chinese Contract Law of 1999. The CISG is a most important piece of legislation in the continuing development of international contract law. It has been influential in the development of European sales law (the Directive on the Sale of Consumer Goods and Associated Guarantees) and of the Common Frame of Reference. The experience of the CISG brings out all of the issues arising from attempts to create uniform, transnational private law. Attention will also be given to the Unidroit Principles of International Commercial Contracts (2nd ed 2004) so far as they may be used to supplement the CISG. (This course complements LL4G6 International Commodity Sales).
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Formative coursework: One 2,000 word essay.
Indicative reading: M Bridge, The International Sale of Goods (Oxford, 3rd ed 2013); J Fawcett, J Harris and M Bridge, International Sale of Goods in the Conflict of Laws (Oxford 2005); C Bianca and M Bonell, Commentary on the International Sales Law (Giuffre, 1987); I Schwenzer (ed), Schlechtriem and Schwenzer: Commentary on the UN Convention on the International Sale of Goods (CISG) (Oxford, 3rd ed 2010); S Kröll, L Mistelis and P erales Viscasillas, UN Convention on Contracts for the International Sale of Goods (2011); J Honnold, Documentary History of the Uniform Law for International Sales (Kluwer, 1989); H Flechtner (ed), Honnold: Uniform Law for International Sales (Kluwer, 4th ed 2009); P Huber and A Mullis, The CISG (2007). Plus a substantial list of articles and cases.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4K7 Half Unit

Mental Health Law: The Criminal Context

This information is for the 2017/18 session.
Teacher responsible: Prof Jill Peay NAB.5.08
Availability: This course is available on the MSc in Criminal Justice Policy, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students.
Course content: This course aims to integrate a practical and theoretical understanding of mental health law, as it relates to mentally disordered offenders. It is not intended to provide a comprehensive understanding of the detail of the relevant law in England and Wales, but rather aims at broader conceptual understanding of the problem areas that are likely to bedevil law relating to mentally disordered offenders across many jurisdictions. The course makes reference to both the Mental Health Act 1983 and the Criminal Justice Act 2003.
Teaching: 22 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6. Summer term is a review and revision session.
Formative coursework: One 2,000 word essay.
Indicative reading: J. Peay (2011) Mental Health and Crime, Routledge. P Bartlett & R Sandland, (2014) Mental Health Law. Policy and Practice, Oxford University Press.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Two-hour unseen examination in ST (100%).

LL4K8 Half Unit
Law of Corporate Finance: Securities Regulation

This information is for the 2017/18 session.
Teacher responsible: Prof Niamh Moloney NAB6.08
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 60 students.
Course content: The course examines the legal issues arising out of the operation of the capital markets as intermediaries between investors and issuers; it focuses on the regulation of capital-raising through the markets. The topics covered include: disclosure theory; the role of trading markets in finance-raising and their regulation; prospectus disclosure; ongoing disclosure; market abuse; and the internationalization of capital-raising and harmonization. The course will focus primarily on English law. Course coverage may vary slightly from year to year.
Teaching: 22 hours of lectures and 5 hours of seminars in the LT. Teaching on this course takes the form of weekly two-hour lectures in LT. Five classes/seminars (of one-hour duration) will also take place as scheduled in the LL4K8 timetable.
Formative coursework: A mock examination will be held at a time to be advised during LT.
Indicative reading: Reading lists will be provided in advance for each session. Sample texts include: Ferran and Ho, Principles of Corporate Finance Law, 2 ed 2014; Payne and Gullifer, Corporate Finance Law, 2011.
Preliminary reading
Ferran and Ho, Principles of Corporate Finance Law, 2 ed 2014, Chapters 1 and 13.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4K9 Half Unit Not available in 2017/18
European Capital Markets Law

This information is for the 2017/18 session.
Teacher responsible: Prof Niamh Moloney NAB6.08
Availability: This course is available on the MSc in Law and Accounting, MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The course examines the EU's regulation of the capital markets. It considers the harmonized regulatory regime which applies to capital market actors across the Member States and which supports the integrated market. The topics which may be covered include: the rationale for integration and the role of law and the evolution of the integration project, including the impact of the financial crisis; the deregulation, liberalization, harmonization, and re-regulation mechanisms used to integrate and regulate the EU market; market access and the passport for investment services; the liberalization of order execution and the regulation of trading markets; the UCITS mutual funds regime; retail investor protection; the prospectus and disclosure regime; the regulation of gatekeepers; and the institutional structure supporting regulation and supervision, including the role of the European Securities and Markets Authority. Course coverage may vary slightly from year to year.
Teaching: 20 hours of seminars in the MT.
The teaching for this course takes the form of 10 X 2 hour seminars held weekly across MT in weeks 1-5 and weeks 7-11.
In week 6, the teaching will take the form of a mandatory in-class formative assessment. An additional one hour revision session will be held in week 11. More detail will be available on the LL4K9 timetable.
Formative coursework: A mandatory in-class formative assessment (in the form of a timed exam question) will be held in week 6.
Indicative reading: Reading lists will be provided in advance for each seminar. Sample texts include: Moloney, EU Securities and Financial Markets Regulation, 3rd edition (2014); Mugge (ed), Europe and the Governance of Global Finance (2014); Schammo, EU Prospectus Law (2011); Ferran, Building an EU Securities Market (2004).
Preliminary reading
Moloney, EU Securities and Financial Markets Regulation (2014), chapter 1 and Ferran, Building an EU Securities Market (2004) chapters 1 and 2.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4L1 Half Unit
The Theory and Practice of Dispute Resolution

This information is for the 2017/18 session.
Teacher responsible: Prof Linda Mulcahy NAB 7.15
Availability: This course is available on the MSc in Law, Anthropology and Society, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Legal Theory
This course is capped at 60 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: None, but The Theory and Practice of Dispute Resolution is a pre-requisite for Advanced Mediation
Course content: This course focuses on the dynamics of disputes and distinctions between the principle methods of dispute resolution. Students on this course will be asked to look at a variety of theories of dispute resolution which draw on insights offered by law, sociology, anthropology, psychology and economics. Topics include 1. What prompts and fuels disputes? 2. Typologies of third party roles in disputes 3.. Negotiation theory and practice: bargaining in the shadow of the law 5. International civil justice reforms and their impact on the litigation process 6. Histories of informalism and ADR movements 7. Facilitative Mediation 8. Mediation role plays. The course is designed to complement the option on Commercial Arbitration and Advanced Negotiation and Mediation.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a Reading Week in week 6 of MT.
Formative coursework: One 2,000 word essay.
Indicative reading: Simon Roberts and Michael Palmer's 2005 (second edition) Dispute Processes: ADR and the Primary Forms of Dispute Resolution, Cambridge, Cambridge University Press. Genn, Hazel, (2009) Judging Civil Justice (The Hamlyn Lectures) Cambridge, Cambridge University Press. Damaska, M., 1986, Faces of Justice and State Authority: A Comparative Approach to the Legal process. New Haven: Yale University Press. Roberts, S., 'Listing Concentrates the Mind': the English Civil Court as an Arena for Structured Negotiation, Oxford Journal of Legal Studies, Volume29, Issue3 Pp. 457-479. Roger Fisher and William Ury (2012) Getting to Yes: Negotiating an Agreement Without Giving In by Random House.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4L5 Half Unit
Socio-legal Theory and Practice

This information is for the 2017/18 session.
Teacher responsible: Dr Meredith Rossner NAB 6.33 and Prof Linda Mulcahy NAB7.15
Availability: This course is compulsory on the MPhil/PhD in Law (Socio-Legal Theory). This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
Proposed +4 ESRC PhD students registered in the law department (and in other departments with permission).
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course will explore the interface between social theory, methodology and socio-legal practice. After an initial engagement with literature on the history, scope and nature of doctrinal, realist, critical and socio-legal approaches to law, the course will focus on seminal empirical studies of law and legal phenomena. In particular students will be asked to identify how specific theoretical frameworks for research have influenced choice of methodology, methods and the subsequent interpretation of data. Empirical studies exploring central legal concepts such as rights, regulation, access to justice, judgment, neutrality, due process and equality will be selected for in-depth analysis. An important feature of the course is that authors of leading socio-legal research outputs will be invited to lead 'master classes' in order to discuss the intellectual origins of their work and how this impacted on design and implementation.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a Reading Week in Week 6.
Formative coursework: Students will be asked to prepare a poster presentation outlining the theoretical framework, methodological choices, ethical implications and practical obstacles for a research project they would like to undertake. The 'ideas map' they present will be used as a plan for the formal summative assessment. Each student will present their poster to the class before week seven of the term and will receive detailed feedback on their presentation by the end of the same term. This will give students the time to reflect on the comments made before writing up their ideas in their course dissertation A fuller version of the presentation will later be submitted as the coursework component of the course. This is an unusual form of assessment for law students but is used extensively in other disciplines. Students will be directed to websites which provide guidance in preparing a poster presentation and will also be given the opportunity to study examples of posters collected by the course convenor.
Indicative reading: Roger Cotterrell, Why Must Legal Ideas Be Interpreted Sociologically? (1998) 25 Journal of Law and Society pp171-92; David Nelken, Blinding Insights? The Limits of Reflexive Sociology of Law (1998) 25 Journal of Law and Society 407-26; Simon Halliday and Patrick Scmidt (eds) Conducting law and Society Research: Reflections on methods and Practices, Cambridge University Press, 2009; Max Travers, The sociology of law in Britain The American Sociologist, Vol 32, no 2, June 2001.
Assessment: Essay (100%, 8000 words) in the ST.
The essay will take the form of a research proposal (100%).

LL4L6 Half Unit
Theory of Human Rights Law

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Moller NAB7.01
Availability: This course is available on the MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Some knowledge of human rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.
Course content: The course will provide an introduction to the philosophy of human rights and theoretical issues in human rights law. The emphasis is on a combination of law and theory; to this end, each seminar will rely on a mixture of cases from various jurisdictions and theoretical and philosophical materials. The overarching questions to be examined are to what extent current philosophical theories of human rights can illuminate our understanding of the cases and legal doctrines, and to what extent the cases and doctrines can help improving the theoretical and philosophical understanding of human rights. Topics to be discussed will include: James Griffin's Theory of Human Rights; Ronald Dworkin's Theory of Rights as Trumps; Balancing and Proportionality; Human Rights and Judicial Review I (The American Perspective); Human Rights and Judicial Review II (The European Perspective); Absolute Rights.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, James Griffin, Mattias Kumm, Jeremy Waldron and Frances Kamm.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4L7 Half Unit Not available in 2017/18
Advanced Mediation

This information is for the 2017/18 session.
Teacher responsible: Prof Linda Mulcahy NAB7.15
Availability: This course is available on the MSc in Law, Anthropology and Society, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Legal Theory. This course is capped at 60 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: Students wishing to take Advanced Mediation must have taken The Theory and Practice of Dispute Resolution
Course content: This course examines the various models of mediation and the contexts in which each is used. It also considers contemporary debates about power in mediation. Practicing mediators will be invited to a number of the classes in order to facilitate discussion of the interface between theory and practice. Topics include 1. Distinguishing between different models of mediation e.g., facilitative, evaluative, narrative/transformative and transactional 2. The cultural context of mediation 3. Gender and mediation 4. Power and mediation 5. The lawyer's role in mediation 6. Case studies of the use of mediation in particular fields may include commercial, family, personal injury international and community mediation. 7. The shift towards compulsory mediation The course is designed to complement the options on Commercial Arbitration and Advanced Negotiation and Mediation and The Theory and Practice of dispute resolution.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Seminars will take the form of a mini lecture followed by in-depth discussion of the reading. In addition students will undertake a series of role play exercises and analyses of filmed mediations in which they are asked to explore the interface between theory and practice.
There will be a Reading Week in Week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: Simon Roberts and Michael Palmer's 2005 (second edition) Dispute Processes: ADR and the Primary Forms of Dispute Resolution, Cambridge, Cambridge University Press;

David Luban, Settlements and the Erosion of the Public Realm, 83 Geo LJ 2619 1994-5; Abel, Richard L (1982) 'The Contradictions of Informal Justice', in Richard L. Abel (ed.) The Politics of Informal Justice, Volume 1: The American Experience, New York: Academic Press; Grillo, T., (1991) 'The Mediation Alternative: Process Dangers for Women' 100 Yale Law Journal 1545-1610; Masood Ahmed "Implied compulsory mediation" Civil Justice Quarterly, 2012 31(2) p163.
Assessment: Essay (100%, 8000 words) in the ST.

LL4N6 Half Unit
Principles of Copyright Law

This information is for the 2017/18 session.
Teacher responsible: Anne Barron NAB6.05
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade Law, Corporate and/or Commercial Law; Information Technology, Media and Communications Law; Intellectual Property Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.
Pre-requisites: None
Course content: The course provides an introduction to copyright law aimed at those who have not studied the subject in detail before. The starting point will be UK copyright law (as shaped to date by relevant EU Directives and international agreements), but US, French and German law will serve as occasional bases for comparative analysis. Topics to be covered will include the history and evolution of copyright, copyright's protected objects ('works') and subjects (authors, publishers and producers of works), the principles governing the ownership of copyright, and the nature and scope of the rights comprised in copyrights and authors' moral rights.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One 2,000 word essay.
Indicative reading: Reading lists will be issued on a weekly basis. UK and EU legislation, cases and soft law instruments will make up most of the required reading for this course. All of this material is available in electronic form via the Moodle site which supports the course. Useful texts include Lionel Bently and Brad Sherman, Intellectual Property Law 4th ed. (OUP, Oxford 2014); Thomas Dreier and P. Bernt Hugenholtz (eds.) Concise European Copyright Law (Kluwer, 2016); and Paul Goldstein and P. Bernt Hugenholtz, International Copyright Law 3rd ed. (OUP 2012).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4S1 Half Unit
Cyberlaw

This information is for the 2017/18 session.
Teacher responsible: Professor Andrew Murray (NAB 7.11)
Dr Orla Lynskey (NAB 6.23)
Availability: This course is available on the MSc in Law and Accounting, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: This course does not require an in-depth understanding of contemporary computer technology.
Course content: This course critically analyses the regulation of the Internet and digital devices (such as smart devices and tablets).
It begins by providing a theoretical framework for the regulation of the Internet, examining questions such as whether the internet is capable of regulation, whether such regulation should be neutral and who should assume the task of regulating the online environment. Students taking the course will be expected to develop knowledge and understanding of the different values and interests brought to bear in the regulation of information technologies and communities.
Armed with this theoretical background, students will then be asked to consider how these values are reflected in the regulatory design of the online environment. This examination will be conducted by considering a number of case studies relating to online privacy, defamation, criminal activity and market power. The course concludes by examining the topical and politically charged question of whether Internet Service Providers should be allowed to vary service conditions by types of content.
Teaching: 20 hours of seminars in the MT.
There will be Reading Week in week 6 of MT.
Formative coursework: Students should submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 2,000 word formative essay.
Indicative reading: Murray, Information Technology Law: The Law and Society (OUP, 3rd ed, 2016). Edwards & Waelde (eds), Law and the Internet 3rd ed (Hart, 2009). Murray, The Regulation of Cyberspace (Routledge, 2007). Lessig, Code Ver, 2.0 (Basic Books, 2006). Zittrain, The Future of the Internet (Penguin, 2009). Benkler, The Wealth of Networks (Yale UP, 2007). Sunstein, Republic.com 2.0 (Princeton UP, 2009).
Assessment: Essay (100%, 8000 words) in the ST.

LL4S2 Half Unit
E-Commerce Law

This information is for the 2017/18 session.
Teacher responsible: Prof Andrew Murray NAB7.11
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course is to introduce students from a legal background to the specialised legal structure which surrounds e-commerce. The course looks at the specific problems an e-commerce start-up must overcome in order to begin trading, including arranging hosting agreements, designing terms and conditions of service and delivery, and arranging distribution agreements. From here the course will develop to examine the problems of more mature e-commerce businesses including jurisdiction, payment systems and rules on marketing and privacy. Special classes on internet auctions and social networks will complete the analysis. The course is designed to act as an interface between ICT law and commercial law and practice in that it examines in detail the close sub-set of online transactions which are clearly commercial in nature.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students should submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 2,000 word formative essay.
Indicative reading: Murray: Information Technology Law: The

Law and Society 3ed (OUP, 2016) Edwards & Waelde (eds): Law and the Internet 3rd ed (Hart, 2009) Hörnle: Cross-Border Internet Dispute Resolution (CUP, 2009) Law of Electronic Commercial Transactions: Contemporary Issues in the EU, US and China (Routledge 2014) Wang: Law of Electronic Commercial Transactions: Contemporary Issues in the EU, US and China (Routledge, 2010)
Assessment: Essay (100%, 8000 words).

LL4S4 Half Unit Not available in 2017/18

Digital Rights, Privacy and Security

This information is for the 2017/18 session.
Teacher responsible: Dr Orla Lynskey NAB 6.23
Professor Andrew Murray NAB 7.11
Availability: This course is available on the MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students and priority is given to LLM and MSc in Regulation students when allocating places. Students must apply through Graduate Course Choice on LSEforYou
Pre-requisites: Basic knowledge of EU law is desirable but not essential for this course.
Course content: Personal data is an important factor of production in data-driven economies, and the processing of personal data can generate significant economic and social benefits. However, personal data processing can also have a detrimental impact on established rights and values, such as autonomy, privacy and data protection. As a result, legal frameworks to regulate personal data processing have been enacted across the world, with the EU legal model used as a blueprint. Yet, despite the development of such legal frameworks, critical questions remain unanswered. For instance, the objectives of data protection frameworks differ with some prioritising a fundamental-rights approach to data protection regulation while others frameworks are based on an economic free-trade rationale. Disagreement also persists regarding how the balance should be struck between effective data protection and other rights (such as freedom of expression and freedom of information) and interests (such as innovation and national security).
This course will critically evaluate the legal framework applicable to personal data processing. It will be do this predominantly with reference to the EU framework, as this has served as a model for over 80 other jurisdictions. Participants will be introduced to techniques and technologies for monitoring and processing personal data in the information society. In order to bring key issues to life, a number of case studies will be considered: the application of data protection rules to online behavioural advertising; to the Internet of Things; and to State surveillance.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
Formative coursework: All students are expected to contribute to a series of class exercises and to submit one piece of formative work for assessment.
Indicative reading: Bygrave: Data Privacy Law: An International Perspective (OUP, 2015)
Kuner: Transborder Data Flows and Data Privacy Law (OUP, 2013)
Lynskey: The Foundations of EU Data Protection Law (OUP, 2015)
Murray: Information Technology Law, The Law and Society (OUP, 2nd ed, 2013)
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
This is an open-book exam.

LL4S5 Half Unit

Piracy, Content and Ownership in the Information Society

This information is for the 2017/18 session.
Teacher responsible: Prof Andrew Murray NAB7.11
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: One of the most contentious and complex areas of online activity is the conflict between content providers and consumers. Providers spend considerable amounts on developing and delivering a variety of content, including entertainment content, branded content and business content. Consumers often erroneously, feel "information ought to be free" and take content without payment, an activity known as piracy. This is an embedded schism in internet society and this course will examine key flashpoints including: proprietary vs. open software; file sharing and aggregation; trade mark disputes including ADR for domain name disputes; software patents and the database right. At the end of the class students should have a valuable insight to, and understanding of, the legal foundations of these disputes and the attempts of regulators to broker a resolution. This class will take a critical approach to both the problem and the proposed legal/regulatory solutions.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: All students are expected to contribute to a series of class and online exercises, and to submit to one one-hour mock exam.
Indicative reading: Murray: Information Technology Law: The Law and Society 3ed (OUP, 2016); Waelde et al, Contemporary Intellectual Property: Law and Policy 3ed (OUP, 2013) Lessig: Free Culture: The Nature and Future of Creativity (Penguin,2005) Patry: How to Fix Copyright (OUP 2012) Boyle: The Public Domain: Enclosing the Commons of the Mind (Yale UP, 2009) Netanel: Copyright's Paradox (OUP, 2010) Johns: Piracy: The Intellectual Property Wars From Gutenberg To Gates (Chicago UP, 2011)
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4Y9 Half Unit

Comparative and Transnational Law

This information is for the 2017/18 session.
Teacher responsible: Dr Jacco Bomhoff NAB 6.09
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou. Students from other Departments are allowed to apply with permission of the course convener.
Course content: This course looks at three related themes: (1) approaches to comparing laws and legal institutions from different legal systems and traditions (comparative law); (2) understanding legal regulation beyond the state (transnational law); and (3) ideas about what it is that makes legal phenomena 'legal' (legalism). Combining these three elements allows to ask questions like: "Why are courts in some legal systems more powerful or more trusted than courts in other systems?"; "Why do people go to court more often in some countries than in others?"; "Why do some countries send far more people to prison than others?"; "How is 'law' in non-state contexts similar to and different from state law?"; "How did lawyers come to be such powerful actors in organizations

like the European Union?"; "What sorts of problems of 'translation' can arise when lawyers from one country look at law in another country?"; "What might happen when forms of 'Western' law are transplanted to other parts of the world?".
The course combines attention to theory - theories of legal comparisons, and of the 'transnationalization of law', in particular - with detailed practical case studies in selected areas from different fields of law (comparative constitutional law, comparative private law, comparative criminal justice, EU law; and commercial arbitration, among others). The course might be especially interesting for students already taking other courses with a comparative- or a transnational law dimension, and for all students interested in the ways law works and does not work, and in how lawyers think, in different parts of the world.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. This essay is due in Week 7.
Indicative reading:
-Adams, Maurice & Bomhoff, Jacco, Practice and Theory in Comparative Law (Cambridge, 2013)
-Cotterrell, Roger, What is Transnational Law?, LAW & SOCIAL INQUIRY (2012)
-Frankenberg, Gunther, Critical Comparisons: Re-thinking Comparative Law, 26 HARVARD INTERNATIONAL LAW JOURNAL (1985)
-Pirie, Fernanda, The Anthropology of Law (Oxford, 2013)
-Reimann, Mathias and Zimmermann, Reinhard, The Oxford Handbook of Comparative Law (Oxford, 2006)
-Ruskola, Teemu, Legal Orientalism (Harvard, 2013)
-Shaffer, Greg, Theorizing Transnational Legal Ordering, ANNUAL REVIEW OF LAW AND SOCIAL SCIENCE (2016)
-Special Issue: 'Comparative Socio-Legal Studies', INTERNATIONAL JOURNAL OF LAW IN CONTEXT (2017)
Assessment: Take home exam (100%) in the ST.
The take home exam will consist of 2 essay questions (out of 6 set), each with a 3000 word limit. Students will be given their exam questions at 9:00 am Monday morning via Moodle, and will have 80 hours to submit the exam.

LL4Z1 Half Unit
Business Taxation

This information is for the 2017/18 session.
Teacher responsible: Dr Ian Roxan NAB.7.25 and Mr Eduardo Baistrocchi NAB.7.33
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: The course is suitable both for those who have not studied taxation before and for those who have. It is strongly recommended for those studying LL4CJ Comparative Corporate Taxation or LL4CK Taxation of Corporate Transactions who have not studied taxation previously.
Course content: This course looks at how businesses are taxed in the UK. The course focuses on the key elements of the taxation of the income of businesses, including:
• taxation of trading income
• corporation tax, the nature of taxes on companies and the taxation of dividends
• capital allowances - relief for depreciation
• capital gains taxation
• partnership taxation
• tax relief for losses
The course is suitable for students who are interested in taking one course in taxation, including students who have not studied taxation before. It will be a good background course on UK business taxation for students taking LL4CJ Comparative Corporate Taxation or LL4CK Taxation of Corporate Transactions who do not previously have a sufficient background in UK taxation.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in Week 6 of the MT.
Formative coursework: One 2,000 word essay.
Indicative reading: Indicative reading: Tiley and Loutzenhiser, Revenue Law; Lee, Revenue Law Principles and Practice; Salter, Lee and Snape, Revenue Law: Text and Materials. Legislation: Tolley's Yellow Tax Handbook, or CCH The Red Book. Current editions need to be used. Detailed reading lists will be provided during the course via Moodle.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Relevant legislation may be taken into the examination room (Tolley's Yellow Tax Handbook or CCH The Red Book) if un-annotated.

LL4Z2 Half Unit Not available in 2017/18
Principles of Taxation

This information is for the 2017/18 session.
Teacher responsible: Mr Eduardo Baistrocchi NAB7.33
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: The course is suitable both for students who have not studied taxation before and for those who have. It is recommended for students who have not studied taxation previously, as well as for those who are studying any of the other tax courses offered at LLM/MSc level.
Course content: This course looks at how tax systems work and the principles that lie behind tax systems. Topics covered include the reasons for taxation and the main types of tax, how income is taxed, how the tax administration operates, the interpretation of tax legislation and tax avoidance. The course uses examples from the tax systems of the UK and other countries to illustrate the issues discussed. The course is suitable for those who have not studied taxation before, as well as for those with a background in tax who are interested in studying the principles of taxation in greater depth.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: One 2,000 word essay.
Indicative reading: Appropriate readings from journal articles and from books including: Avi-Yonah, Sartori and Marian, Global Perspectives on Income Taxation Law; Messere et al., Tax Policy: Theory and Practice in OECD Countries; Tanzi and Zee, Tax Policy for Developing Countries; Ault and Arnold, Comparative Income Taxation: A Structural Analysis; Thuronyi, Comparative Tax Law; James and Nobes, The Economics of Taxation; Mirrlees et al., Tax by Design. Further materials include: Morse and Williams, Davies Principles of Tax Law; Kay and King, The British Tax System; Thuronyi, Tax Law Design and Drafting. Detailed reading lists will be provided during the course via Moodle.
Recommended preliminary reading: Avi-Yonah, Sartori and Marian, Global Perspectives on Income Taxation Law (Oxford University Press, 2011).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4Z3 Half Unit
Consumption Taxes

This information is for the 2017/18 session.
Teacher responsible: Dr Ian Roxan NAB7.25
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: The course is suitable for students who are interested in taking one course in taxation, including students who have little previous background in taxation, as well as for tax specialists. It can usefully be combined with LL4Z2 Principles of Taxation, and it provides a suitable background course for LL4Z4 Value Added Tax in the EU. In the sixty years of the existence of value added taxes, they have spread to all corners of the globe to become one of the most important sources of government revenue. They are also an increasingly important consideration for businesses and their advisors.
This course will discuss the nature of value added taxes, whether called VAT, GST or another name. VATs will be compared with other methods of taxing consumption, including other sales taxes and progressive expenditure taxes. The course will also look at the distinction between taxing consumption and income and the redistributive effects of taxing consumption. The course examines the main features and problems raised by VATs and GSTs, including defining the taxpayers and the amount subject to tax, international transactions and VATs in federal jurisdictions, and problematic issues such as input tax credits. Examples will be drawn from the European Union VAT and from taxes in a broad variety of other countries.
Teaching: 22 hours of seminars in the MT.
Formative coursework: One 2,000 word essay.
Indicative reading: Schenk et al., Value Added Tax: A Comparative Approach (Cambridge Univ. Press, 2015); Ebrill et al., The Modern VAT (IMF, 2001); Bird and Gendron, The VAT in Developing and Transitional Countries (Cambridge Univ. Press, 2007); Alan A. Tait, Value Added Tax: International Practice and Problems; Mirrlees et al., Tax by Design; McClure, The Value Added Tax: Key to Deficit Reduction?; Ogley, Principles of Value Added Tax: A European Perspective; James and Nobes, The Economics of Taxation; Tanzi and Zee, Tax Policy for Developing Countries.
Detailed reading lists will be provided during course via Moodle. Recommended preliminary reading: Ebrill et al., The Modern VAT (International Monetary Fund, 2001), or Alan A. Tait, Value Added Tax: International Practice and Problems (IMF, 1988).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4Z4 Half Unit Not available in 2017/18
Value Added Tax in the EU

This information is for the 2017/18 session.
Teacher responsible: Dr Ian Roxan NAB7.25
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Pre-requisites: This course is suitable for students who are taking LL4Z3 Consumption Taxes, or who already have some experience of EU direct or indirect taxation or of a VAT or GST system.
Course content: The focus of the course will be on the European Union VAT, but it is also suitable for students interested in the EU VAT as an important example of a VAT or GST system. The course will look at the EU legislation and jurisprudence, and will consider particularly at how VAT operates in the United Kingdom.
The course will begin with an introduction to key concepts of VAT, including supplies of goods and services, taxable persons and transactions, and consideration for supplies. The course will then examine in more detail a range of the most important aspects of VAT, including topics such as the deductibility of input tax and the treatment of exemptions, the taxation of international transactions and transactions between member states, VAT and financial services.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: One 2,000 word essay.
Indicative reading: Terra and Wattel, European Tax Law; Ogley, Principles of Value Added Tax: A European Perspective; Farmer & Lyal, EC Tax Law; Roxan, 'VAT Supplies of Services: A Definition in Search of a Meaning'. Students will be expected to acquire either the Tolley's Orange Tax Handbook, or The Green Book (CCH) for the current year. Students will be provided with detailed outlines and reading lists for the course via Moodle. Recommended preliminary reading Terra and Wattel, European Tax Law (Kluwer) or Farmer & Lyal, EC Tax Law (Oxford).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
A two-hour formal written examination (100%). Candidates will be permitted to take into the examination room unannotated copies of the Tolley's Orange Tax Handbook or CCH The Green Book.

LL4Z5 Half Unit
EU State Aid Law

This information is for the 2017/18 session.
Teacher responsible: Dr Pablo Ibanez Colomo NAB5.16
Availability: This course is available on the MSc in EU Politics, MSc in Regulation, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade; Corporate and/or Commercial Law; European Law; International Business Law.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: Member States of the EU are not free to award subsidies to companies or to support them in a comparable way (by, inter alia, granting them loans at favourable rates or by providing unlimited guarantees). In the wake of the recent financial crisis, for instance, bailout measures adopted across the EU had to be cleared by the European Commission in accordance with Articles 107 and 108 TFEU. The first part of the course explores the economic rationale underpinning the principle whereby State aid is incompatible with the EU internal market (the reasons why similar regimes are not implemented at the national level in federal countries facing similar issues, such as the United States, will also be explored). The second part is devoted to (i) the notion of State aid within the meaning of Article 107(1) TFEU (that is, the range of measures that are subject to ex ante control by the European Commission) and to (ii) the conditions under which such measures may be declared to be in the interest of the EU as a whole. The third part provides an overview of the application of the law in some sectors (including the energy or the communications sectors) or for some purposes (e.g. research and development, regional aid). The fourth part is devoted to the procedural aspects of the discipline and to the application of similar rules outside the EU (in particular in the context of the WTO and of the trade agreements concluded by the EU).
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Quigley, European State Aid Law and Policy (3rd Edition, 2015); Jones and Sufrin, EU Competition Law (online

Chapter, 6th E Edition, 2017); Bacon (ed), European Community Law of State Aid (2nd Edition, 2013).
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4Z6 Half Unit
Comparative Constitutional Law: Institutions

This information is for the 2017/18 session.
Teacher responsible: Dr Jo Murkens NAB7.31
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course examines the central issues in comparative constitutional law across a range of jurisdictions and from a variety of perspectives. The course opens with an introduction on the purpose of comparative constitutional law. The first substantive part discusses various approaches to the study of CCL as well as the migration of constitutional ideas (and related notions of constitutional borrowing, transplants etc). The second part of Term 1 deals with key constitutional concepts (constitution; rule of law; presidentialism, parliamentarism) which are discussed from a historical and comparative perspective. The point of these sessions is not to compare for the sake of comparing, but to equip you (the researcher) with the conceptual tools to do insightful, critical, and original comparative work of your own. The third part challenges the assumptions of liberal constitutionalism by examining constitutions in divided societies as well as authoritarian constitutionalism. The overall aim of the course is to develop students' understanding and use of many general theoretical explanations surrounding debates in CCL, and to develop students' critical/analytical approach to many of the questions facing judges and scholars in the next decade.
Teaching: 22 hours of seminars in the MT.
Formative coursework: One 2,000 word essay.
Indicative reading: There is not set book for this course. All materials will be made available in advance on Moodle.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4Z7 Half Unit
Comparative Constitutional Law: Rights

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Moller NAB7.01
Availability: This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is not available as an outside option.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course examines a range of controversial issues in human and constitutional rights law from a comparative perspective. These issues include: abortion; euthanasia and physician-assisted suicide; "deviant" sexual practices; religion in the public sphere; hate speech and denial of the holocaust; obscenity. We will approach them by comparing and contrasting judgments from courts all over the world, with a certain emphasis on cases from the U.S. Supreme Court, the Canadian Supreme Court, the South African Constitutional Court, the European Court of Human Rights, the U.K. Supreme Court, and the German Federal Constitutional Court. The goals of the course are, first, to introduce the students to the jurisprudence of those extremely powerful and influential courts, and, second, to invite them to think about and critically analyse some of the most controversial, difficult, and important rights issues of our time.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be a reading week in week 6.
Formative coursework: One 2,000 word essay.
Indicative reading: The course is mainly case-based; however, interested students may find the following book helpful: V Jackson and M Tushnet, Comparative Constitutional Law, 3rd edition, 2014.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4Z9 Half Unit
Banking Law

This information is for the 2017/18 session.
Teacher responsible: Dr Joanne Braithwaite NAB7.28
Availability: This course is available on the MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.
Course content: This course focuses on the private law of banking as it relates to the core banking activities not covered elsewhere on the LLM (ie, on courses about the financing activities of banks and the regulation of banking activities). In particular, we look at the deposit-taking relationship, and the legal issues surrounding bank payment services. The course aims to be both domestic and international in perspective, though the emphasis will be on English law. Topics include: 1. The deposit-taking relationship; 2. Money, transfers of money and payment including the development of new digital currencies and decentralised payment systems; 3. Bank payment methods: funds transfers and unauthorised payments; and 4. Bank payment services in international trade.
Teaching: 20 hours of seminars in the MT. 2 hours of seminars in the ST.
There will be a reading week in week 6 of MT.
Formative coursework: Students will be asked to submit one essay, which may be written in exam conditions. Students will also be expected to take part in group presentations during the course.
Indicative reading: For introductory purposes, students are referred to Ellinger, Lomnicka and Hare, Ellinger's Modern Banking Law (5th ed, 2011). Full reading lists will be distributed during the course.
Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

MA400
September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management)

This information is for the 2017/18 session.
Teacher responsible: Dr Christoph Czichowsky
Availability: This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students who wish to select this course as an outside option must have a quantitative background.
Course content: The purpose of this course is to review some key concepts of probability used in finance. The course develops the common mathematical background that is assumed by the MSc Financial Mathematics and addresses some aspects of the mathematical theory that is central to the foundations of the programme: probability spaces, random variables, distributions,

expectations and moment generating functions are reviewed; the concepts of conditional probability and conditional expectation as random variables are introduced using intuitive arguments and simple examples; stochastic processes, martingales, the standard Brownian motion are introduced; Itô integrals, Itô's formula and Girsanov's theorem are discussed on a formal basis.
Teaching: 30 lectures and 6 classes over two weeks during September, prior to the start of the academic year. There will be an informal examination.
Formative coursework: Exercises are assigned and form the basis of class discussion.
Indicative reading: Lecture notes will be provided.
S. Shreve, Stochastic Calculus for Finance II Continuous-Time Models, Springer. D. Williams, Probability with Martingales, Cambridge University Press.
Assessment:
This course does not form part of the degree award.

MA402 Half Unit
Game Theory I

This information is for the 2017/18 session.
Teacher responsible: Prof Bernhard Von Stengel
Dr Paul Duetting
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Management Science (Decision Sciences) and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
It is not available to students who have taken Game Theory (MA300) or Game Theory I (MA301).
Pre-requisites: Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors) and probability theory (expected value, conditional probability, independence of random events).
Course content: The course studies the theory of games and its applications in economics: Game trees with perfect information, NIM, combinatorial games. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. If time permits: The Nash bargaining solution. Multistage bargaining.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.
Formative coursework: Weekly exercises are set and marked.
Indicative reading: Lecture notes will be provided. Supplementary reading: K Binmore, Playing for Real: Game Theory CUP, 2007; E Mendelson, Introducing Game Theory and Its Applications, CRC 2004
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA407 Half Unit
Algorithms and Computation

This information is for the 2017/18 session.
Teacher responsible: Dr Konrad Swanepoel
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Data Science, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is compulsory for students on the MSc Applicable Mathematics who are not taking MA421 Advanced Algorithms; it is optional for students on the MSc Applicable Mathematics who take the advanced course.
Pre-requisites: Good general knowledge of mathematics, including familiarity with abstract concepts. A willingness to cope with technical details of computer usage, and with a rapid introduction to programming.
Course content: Introduction to programming in Java. Introduction to the theory of algorithms: running time and correctness of an algorithm. Recursion. Data structures: arrays, linked lists, stacks, queues, binary search trees. Sorting algorithms. Greedy algorithms. Dynamic programming. Inheritance and Generics in Java.
Teaching: 20 hours of lectures, 20 hours of seminars, 9 hours of workshops and 10 hours of help sessions in the MT. 2 hours of lectures in the ST.
Workshops will be held before the start of MT.
Formative coursework: Weekly exercises are set and marked. Many of these will require implementation of programming exercises in Java.
Indicative reading: T H Cormen, C E Leiserson, R L Rivest and C Stein, Introduction to Algorithms; R Sedgewick, K Wayne, Introduction to programming in Java; D Flanagan, Java in a Nutshell.
Assessment: Exam (75%, duration: 2 hours and 30 minutes) in the main exam period.
Coursework (25%) in the MT.

MA408 Half Unit
Discrete Mathematics and Graph Theory

This information is for the 2017/18 session.
Teacher responsible: Prof Jozef Skokan
Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students should be taking the course MA407 Algorithms and Computation or have taken an equivalent course to provide a basic knowledge of algorithms, and should have experience with proofs and proof techniques used in pure mathematics.
Course content: This course provides an introduction to discrete mathematics, particularly graph theory. Emphasis will be placed on the algorithmic aspects of the area.
Topics to be covered include: Brief Introduction to discrete mathematics and graph theoretic terminology; Ramsey's Theorem; matchings and Hall's Theorem; graph search algorithms; stable marriages and the Gale-Shapley Theorem; network flows and the Ford-Fulkerson Theorem; connectivity and Menger's Theorems; graph colouring and Brooks' Theorem; an introduction to the probabilistic method; spectral graph theory and random walks.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 10 exercises in the MT.
Weekly exercises are set and marked.
Indicative reading: Norman L. Biggs, Discrete Mathematics, Oxford University Press; T H Cormen, C E Leiserson & R Rivest and C Stein, Introduction to Algorithms, Cambridge University Press; R Diestel, Graph Theory, Springer; H S Wilf, Algorithms and Complexity, Prentice Hall.
Several of these texts are available online. More information, plus additional notes, will be provided during the course.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Coursework (25%) in the MT.

MA409 Half Unit
Continuous Time Optimisation

This information is for the 2017/18 session.
Teacher responsible: Prof Adam Ostoja-Ostaszewski
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Operations Research & Analytics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students will need adequate background in linear algebra (facility with diagonalization of matrices for the purposes of solving simultaneous first-order differential equations is key here; knowledge of the relation between the range of a matrix transformation and the kernel of its transpose would be helpful), and in advanced calculus (manipulation of Riemann integrals such as `differentiation under the integral' and the associated Leibniz Rule). Students unsure whether their background is appropriate should seek advice from the lecturer before starting the course.
Course content: This is a course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples. It introduces key methods of continuous time optimisation in a deterministic context, and later under uncertainty. Calculus of variations and the Euler-Lagrange Equations. Sufficiency conditions. Pontryagin Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Dynamical programming. Control under uncertainty. Itô's Lemma. Hamilton-Jacobi-Bellman equation. Applications to Economics and Finance: Economic Growth models, Consumption and investment, Optimal Abandonment. If time allows: Black-Scholes model, Singular control, Verification lemma.
Teaching: 24 hours of lectures and 12 hours of seminars in the LT. 2 hours of seminars in the ST.
Indicative reading: A full set of lecture notes will be provided. Reference will be made to the following books: E R Pinch, Optimal Control and the Calculus of Variations, Oxford Science Publications; G Leitmann, Calculus of Variations and Optimal Control, Plenum; A K Dixit & R S Pindyck, Investment under Uncertainty, Princeton University Press; D Duffie, Security Markets, Academic Press; D J Bell & D H Jacobsen, Singular Optimal Control, Academic Press; J L Troutman, Variational Calculus and Optimal Control, Springer; W H Fleming & R W Rishel, Deterministic and Stochastic Optimal Control, Springer; W H Fleming; H M Soner Controlled Markov Processes & Viscosity Solutions, Springer; G Hadley; M C Kemp, Variational Methods in Economics, North Holland; D Burghes; A Graham Control and Optimal Control Theories with Applications,Horwood; A Sasane, Optimization in Function Spaces, Dover.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA410 Half Unit
Information Communication and Cryptography

This information is for the 2017/18 session.
Teacher responsible: Dr Andrew Lewis-Pye
Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students should be taking the course MA407 Algorithms and Computation or have taken an equivalent course to provide a basic knowledge of algorithms, and should have experience with proofs and proof techniques used in pure mathematics.
Course content: This course provides an introduction, for students with a mathematical background, to the applications of mathematics in information theory, coding theory, cryptography, and related areas. The course will cover mathematical aspects of the following topics: Noiseless coding, the Kraft-McMillan criterion, optimal coding, entropy, Shannon's first theorem; Noisy channels, capacity, system entropy; Error-correcting codes, decoding rules, bounds, construction and properties of linear and cyclic codes; Structure of natural languages, redundancy, the frequency table, making and breaking cryptosystems, historic examples; Public-key cryptography, complexity issues, the RSA system, authentication schemes, the ElGamal system, elliptic curve cryptography.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.
Indicative reading: N L Biggs, Codes, An Introduction to Information, Communication and Cryptography: G A Jones & J M Jones, Information and Coding Theory; C M Goldie & R G E Pinch, Communication Theory; D J A Welsh, Codes and Cryptography; D T Stinson, Cryptography Theory and Practice.
Assessment: Exam (90%, duration: 2 hours) in the main exam period.
Coursework (10%) in the MT.

MA411 Half Unit
Probability and Measure

This information is for the 2017/18 session.
Teacher responsible: Dr Pavel Gapeev
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Some background in real analysis is essential.
Course content: The purposes of this course are (a) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (b) to explore those aspects of the theory most used in advanced analytical models in economics and finance. The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. The Radon-Nikodym Theorem. Martingales. Stochastic processes. Brownian motion. The Itô integral.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.
The lecture in the Summer Term is a Revision Lecture.
Indicative reading: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, A First Look at Rigorous Probability Theory; G R Grimmett & D R Stirzaker, Probability and Random Processes; D Williams, Probability with Martingales; M Caplinski & E Kopp, Measure, Integral and Probability; J Jacod & P Protter, Probability Essentials.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA412 Half Unit
Functional Analysis and its Applications

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Simon
Availability: This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students should have taken a course in finite dimensional linear algebra which includes diagonisation and inner products. General knowledge of real analysis and calculus would be helpful.
Course content: This course aims at familiarizing the student with the basic concepts, principles and methods of functional

analysis and its applications. The topics covered are: normed and Banach spaces, continuous linear transformations, inner product and Hilbert spaces, compact operators, applications to differential equations, numerical analysis, optimization, and approximation theory with illustrative examples.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.
Indicative reading: Jean-Pierre Aubin, Applied Functional Analysis, Wiley, 2000; A.V. Balakrishnan, Applied Functional Analysis, Springer, 1981; Erwin Kreyszig, Introductory Functional Analysis with Applications, John Wiley, 1989; David Luenberger, Optimization by Vector Space Methods, Wiley-Interscience, 1997; Walter Rudin, Functional Analysis, McGraw-Hill 1991; Nicholas Young, An Introduction to Hilbert Space, Cambridge University Press, 1988.
Assessment: Exam (90%, duration: 2 hours) in the main exam period.
Coursework (10%) in the LT.

MA413 Half Unit
Games of Incomplete Information

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Simon COL 4.07
Availability: This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students should have taken a course in game theory or be familiar with the related mathematics of topology and functional analysis. Some degree of mathematical maturity is expected.
Course content: The techniques and results of game theory are increasingly important to economic analysis. This course focuses on the problems of information incompleteness and information asymmetry. This is a relatively new but rapidly expanding area of game theory with connections to several areas of economic theory, for example conflict resolution, auctions, principal-agent problems, and the logic of knowledge. The course is divided into three parts, I Basic Results, II Repeated Games, III Bayesian Games. For the first part we cover the Min-max Theorem and Nash's Theorem of Equilibrium Existence, Extensive Form and Discounted Games. For the second part we cover Zero-sum Games with Vector Payoffs, The Value of the Zero-sum Repeated Game of Incomplete Information on One Side, Non-Zero-Sum Games with Incomplete Information on One Side. For the third part we cover Common Knowledge, Zero-Sum Bayesian Games, Locally Finite Games, Non-Zero-Sum Bayesian Games, Ergodic Theory and Ergodic Games.
Teaching: 22 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Weekly exercises are set and marked.
Indicative reading: A full set of lecture notes will be provided. Useful accompanying texts are Robert J. Aumann and Michael B. Maschler, Repeated Games with Incomplete Information, MIT Press, 1995; L. Breiman, Probability; K. Border, Fixed Point Theorems with Applications to Economics and Game Theory; R Myserson, Game Theory, Analysis of Conflict, Harvard University Press; D Fudenberg & J Tirole, Game Theory, MIT Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA414 Half Unit
Stochastic Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Arne Lokka
Availability: This course is available on the MSc in Applicable Mathematics and MSc in Financial Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: ST409 or MA411.
Course content: This course is concerned with a rigorous introduction to the area of stochastic analysis with emphasis on Itô calculus. The course begins necessary preliminaries, followed by a construction of the standard Brownian motion and a study of its properties. Subsequently, Lévy's characterisation of Brownian motion, martingale representation theorems and Girsanov's theorem are established. The course then expands on a study of stochastic differential equations.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Indicative reading: Full lecture notes will be provided. The following may prove useful: I Karatzas and S E Shreve, Brownian Motion and Stochastic Calculus, Springer; B Øksendal, Stochastic Differential Equations: An Introduction with Applications, Springer; D Revuz and M Yor, Continuous Martingales and Brownian Motion, Springer; L C G Rogers and D Williams, Diffusions, Markov Processes, and Martingales, Cambridge.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA415 Half Unit
The Mathematics of the Black and Scholes Theory

This information is for the 2017/18 session.
Teacher responsible: Dr Albina Danilova and Dr Johannes Ruf
Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).
Course content: This course is concerned with a mathematical development of the risk-neutral valuation theory. In the context of the binomial tree model for a risky asset, the course introduces the concepts of replication and martingale probability measures. The mathematics of the Black & Scholes methodology follow; in particular, the expression of European contingent claims as expectations with respect to the risk-neutral probability measure of the corresponding discounted payoffs, pricing formulae for European put and call options, and the Black & Scholes PDE are derived. A class of exotic options is then considered. In particular, pricing formulas for lookback and barrier options are derived using PDE techniques as well as the reflection property of the standard Brownian motion. The course also introduces a model for foreign exchange markets and various foreign exchange options.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Indicative reading: N H Bingham and R Kiesel, Risk-Neutral Valuation, Springer; T Björk, Arbitrage Theory in Continuous Time, Oxford; P J Hunt and J Kennedy, Financial Derivatives in Theory and Practice, Wiley; D Lamberton and J Kennedy, Introduction to Stochastic Calculus Applied to Finance, Chapman & Hall; D. Lamberton and B. Lapeyre, Introduction to Stochastic Calculus Applied to Finance, Chapman & Hall/Crc Financial Mathematics Series, 2nd edition, 2007; S E Shreve, Stochastic Calculus for Finance: Continuous-time Models: vol. 2, Springer
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA416 Half Unit
The Foundations of Interest Rate and Credit Risk Theory

This information is for the 2017/18 session.
Teacher responsible: Prof Mihail Zervos
Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Stochastic Processes (ST409).
Course content: This course is concerned with the mathematical foundations of interest rate and credit risk theory. The course starts with a development of the multi-dimensional Black & Scholes theory with stochastic market data. This is then used to show how discount bond dynamics modelling can be approached by (a) the modelling of the short-rate process and the market price of risk, which underlies the family of short-rate models, or (b) the modelling of the market price of risk and the discount bond volatility structure, which gives rise to the Heath-Jarrow-Morton (HJM) framework. The course then expands on the theory of interest rate market models and credit risk.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Two sets of written homework will be marked with feedback provided.
Indicative reading: T R Bielecki and M Rutkowski, Credit Risk Modeling, Valuation and Hedging, Springer; J James and N Webber, Interest Rate Modelling, Wiley; A J McNeil, R Frey, and P Embrechts, Quantitative Risk Management: Concepts, Techniques, and Tools, Princeton University Press; M Musiela and M Rutkowski, Martingale Methods in Financial Engineering, Springer; R Rebonato, Modern Pricing of Interest-rate Derivatives: The LIBOR Market Model and Beyond, Princeton.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA417 Half Unit
Computational Methods in Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Luitgard Veraart and Dr Tugkan Batu
Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400) and Programming in C++ (MA432).
Course content: The purpose of this course is to (a) develop the students' computational skills, and (b) introduce a range of numerical techniques of importance to financial engineering. The course starts with random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Numerical solutions to stochastic differential equations and their implementation are considered. The course then addresses finite-difference schemes for the solution of partial differential equations arising in finance.
Teaching: 20 hours of lectures, 4 hours of seminars and 10 hours of computer workshops in the LT.
Formative coursework: Weekly exercises and practicals are set and form the basis of the seminars.
Indicative reading: P.Glasserman, Monte Carlo Methods in Financial Engineering, Springer; R.U. Seydel, Tools for Computational Finance, Springer; P.E.Kloeden and E.Platen, Numerical Solution of Stochastic Differential Equations, Springer; D.M. Capper, Introducing C++ for Scientists, Engineers and Mathematicians, Springer. B. Stroustrup, The C++ Programming Language, Addison Wesley; M. J. Capinski, T. Zastawniak, Numerical Methods in Finance with C++, Cambridge University Press; M. S. Joshi, C++ Design Patterns and Derivatives Pricing, Cambridge University Press;
Assessment: Exam (50%, duration: 2 hours) in the main exam period. Project (50%) in the ST.

MA418 Half Unit
Preferences, Optimal Portfolio Choice, and Equilibrium

This information is for the 2017/18 session.
Teacher responsible: Dr Albina Danilova
Availability: This course is available on the MSc in Applicable Mathematics and MSc in Financial Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed either Stochastic Processes (ST409) or Probability and Measure (MA411) or The Mathematics of the Black and Scholes Theory (MA415).
Course content: This course is concerned with the theory of optimal investment and consumption. The course starts with the derivation of utility functions from the axioms of an agent's preferences. Utility functions are then used as a measure of portfolio performance in a financial market. Optimal investment and consumption strategies are obtained for various utility functions in both complete and some types of incomplete markets. Equilibrium and asset price formation are considered in the context of complete and informationally incomplete markets
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Indicative reading: R.A.Dana and M.Jeanblanc, Financial Markets in Continuous Time; Springer; I D.Duffie, Dynamic Asset Pricing, Princeton University Press; I.Karatzas and S.E.Shreve, Methods of Mathematical Finance, Springer.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MA419 Half Unit Not available in 2017/18
Search Games

This information is for the 2017/18 session.
Teacher responsible: Dr Thomas Lidbetter
Availability: This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: In Search Theory, a mobile Searcher tries to minimise the time T taken to find something, which we call the Hider, in a known search space Q. The Hider may be stationary or mobile. In the zero sum game context (first half of the course), the Hider does not want to be found, or at least wants to maximise T. In the second half of the course we consider the Rendezvous Search Problem, in which the Hider also wants to minimise T. In both contexts the search space Q will often be taken as a finite network. In Search Theory, a unit-speed Searcher wishes to minimise the time T required to find (meet) a lost object or agent hidden in a known search region Q. This course concentrates on cases where the lost object is an agent who has motives of his own. The course content will be based on both Search Games (zero-sum games where a T-minimising Searcher seeks a T-maximising Hider) and Rendezvous Games (common-interest games where two lost searchers want to minimise T).
The first part of the course will consider Search Games. We begin with the case where the Hider is immobile - he picks his position in Q at the start of the game. We solve this game for the case

where Q is a tree or a 'weakly Eulerian' network, assuming the Searcher starts in a location known to the Hider; then we remove this restriction. We then study Search Games where the Hider is mobile, the so-called 'Princess and Monster' games of R. Isaacs. Several special games are then studied, for example the case of an unknown search region (maze), and games in which the Searcher has to find several hidden objects.
The second part of the course studies the Rendezvous Search Problem. We begin with the player-asymmetric form of the problem, where the two Searchers may meet before the game to decide what strategy each will adopt. We then consider the player-symmetric form, where the Searchers are constrained to follow a common mixed strategy. Finally, we consider the incomplete information problem where a Searcher seeks an agent who might be a Hider (T-maximiser) or another Searcher (T-minimiser).
Teaching: 22 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: An assignment is set each week and marked by the lecturer with feedback. Problem areas will be discussed in class.
Indicative reading: S. Alpern, S. Gal, The Theory of Search Games and Rendezvous, Springer, 2003; S. Alpern, A new approach to Gal's theory of search games for immobile hiders on network, Dynamic Games and Applications 1 (2), 209-219, 2011; S. Ross, An Introduction to Stochastic Dynamic Programming. Academic Press, New York, 1983; S. Alpern, Rendezvous search: a personal perspective. Operations Research 50, no. 5, 2003; A. Y. Garnaev, Search Games and Other Applications of Game Theory, Springer-Verlag, 2000; S. Alpern, J. V. Howard, Alternating search at two locations. Dynamics & Control 10, 319-339, 2000; T. Lidbetter, Search games with multiple hidden objects, SIAM Journal on Control and Optimization 51(4), 3056-3074, (2013).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA420 Half Unit
Quantifying Risk and Modelling Alternative Markets

This information is for the 2017/18 session.
Teacher responsible: Prof Mihail Zervos
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Co-requisite: Students must also complete Stochastic Processes (ST409).
Course content: This course is concerned with various issues arising in the context of investment risk specification as well as with the mathematical theory of so-called alternative markets, such as commodity and energy markets. In particular, the course considers the structural credit risk models and the quantification of risk by means of copulas and risk measures. Also, the course expands on the modeling of alternative markets and addresses the problem of valuation of investments in real assets.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Two sets of written homework will be marked with feedback provided.
Indicative reading: F.Benth, J.Benth, S.Koekebakker, Stochastic Modelling of Energy and Related Markets, World Scientific 2008. H.Föllmer and A.Schied, Stochastic Finance, 3rd edition, De Gruyter, 2011. A.McNeil, R.Frey and P.Embrechts, Quantitative Risk Management, Princeton University Press, 2005. A.K.Dixit and R.S.Pindyck, Investment under Uncertainty, Princeton University Press, 1994.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MA421 Half Unit
Advanced Algorithms

This information is for the 2017/18 session.
Teacher responsible: Dr Tugkan Batu
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Algorithms and Computation (MA407) or have taken an equivalent course to provide a basic knowledge in analysis of algorithms: running time and correctness of an algorithm, basic knowledge in computer programming, preferably, in Java language, and should have experience with proofs and proof techniques used in pure mathematics.
Course content: Introduction to NP-completeness. Approximation Algorithms. Randomised Algorithms. Streaming Algorithms. Numerical Algorithms.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.
Formative coursework: Weekly exercises are set and marked. Some of these will require implementation of programming exercises in Java.
Indicative reading: T H Cormen, C E Leiserson, R L Rivest, and C Stein, Introduction to Algorithms; V Vazirani, Approximation Algorithms; R Motwani and P Raghavan, Randomized Algorithms.
Assessment: Exam (75%, duration: 2 hours and 30 minutes) in the main exam period.
Coursework (25%) in the ST.

MA422
Research Topics in Financial Mathematics

This information is for the 2017/18 session.
Teacher responsible: Dr Christoph Czichowsky
Availability: This course is available on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.
PhD students in the departments of Mathematics and Statistics along with other members of the research community are welcome to attend.
Course content: The seminar ranges over many areas of financial mathematics, stochastic analysis and stochastic control theory.
Teaching: 6 hours of seminars in the MT. 6 hours of seminars in the LT.
6 x 1 hour talks by researchers in the MT and LT.
Additional seminars will be scheduled throughout the year. Please see the Timetables website for further information.
Formative coursework: This course is not assessed.
Assessment: This is a non-assessed course.

MA423 Half Unit
Fundamentals of Operations Research

This information is for the 2017/18 session.
Teacher responsible: Dr Katerina Papadaki NAB 3.14
Availability: This course is compulsory on the MSc in Operations Research & Analytics. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other

programmes where regulations permit.
Pre-requisites: Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors), probability theory (expected value, conditional probability, independence of random events) and calculus (derivatives, limits). This corresponds to knowledge of Mathematics and Statistics to the level of MA107 (Quantitative Methods Mathematics) and ST102 (Elementary Statistical Theory).
Course content: An introduction to a range of Operations Research techniques, covering: foundations of linear programming, including the simplex method and duality; queueing theory, including M/M/1 and M/M/s queues; birth and death processes; dynamic programming; and other topics that may vary from year to year.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 3 problem sets in the MT.
Indicative reading: The course will be taught from a mixture of lecture notes and the book: F S Hillier & G J Lieberman, Introduction to Operations Research, 9th edition (2009). Students may also wish to consult: Wayne Winston, Operational Research; Applications and Algorithms, Fourth/International Student Edition.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MA424 Half Unit
Modelling in Operations Research

This information is for the 2017/18 session.
Teacher responsible: Dr Xue Lu
Availability: This course is compulsory on the MSc in Management Science (Decision Sciences) and MSc in Operations Research & Analytics. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MSc in Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors) and probability theory (expected value, conditional probability, independence of random events).
Students taking the course as an outside option are also expected to have a basic knowledge of linear programming. For students in the MSc in Operations Research & Analytics this will be covered in MA423 Fundamentals of Operations Research.
Course content: The course will be in 2 parts, covering the two most prominent tools in operational research: simulation, the playing-out of real-life scenarios in a (computer-based) modelling environment, and mathematical optimisation, the application of sophisticated mathematical methods to make optimal decisions.
Simulation (8 lecture hours): This part develops simulation modelling skills, understanding of the theoretical basis which underpins the simulation methodology, and an appreciation of practical issues in managing a simulation modelling project. Topics include Monte Carlo simulation, Markov processes, discrete event simulation, and variance reduction. The course will teach students how to use a simulation modelling software package.
Optimisation (12 lecture hours): This part enables students to model and solve real-life management problems as Mathematical Optimisation problems. In providing an overview of the most relevant techniques of the field, it teaches a range of approaches to building Mathematical Optimisation models and shows how to solve them and analyse their solutions. Content includes: The modelling life-cycle and modelling environments; formulation of management problems using linear and network models; solution of such problems with a special-purpose programming language; interpretation of the solutions; limitations of such nodels; and formulation and solution of nonlinear models including some or all of binary, integer, convex and stochastic programming models.
Teaching: 20 hours of lectures, 13 hours and 30 minutes of seminars and 18 hours of computer workshops in the MT.
Computer workshops are not mandatory. They are help sessions, where an instructor is available to students in the computer cluster while they work on their assignment.
Formative coursework: Students will be expected to produce 2 projects in the MT.
Feedback will be provided on the weekly homework. Additional feedback will be provided on a one-on-one basis to students attending the optional computer help sessions.
Indicative reading: Full lecture notes will be provided to students for both parts.
Recommended readings:
Simulation
- A M Law & W D Kelton, Simulation Modelling and Analysis, McGraw Hill (3rd ed., 2000);
- M Pidd, Computer Simulation in Management Science, Wiley (5th ed., 2006);
- S Ross, Simulation, Academic Press (5th ed., 2012).

Optimisation
- W L Winston, Operations Research: Applications and Algorithms, Brooks/Cole (4th ed., 1998);
- D Bertsimas and J N Tsitsiklis: Introduction to Linear Optimization, Athena Scientific (3rd ed., 1997).

Assessment: Project (50%) and project (50%) in the LT.
The two pieces of assessed work in the LT are one on Simulation (50%) and one on Mathematical Optimisation (50%). The deliverable for each project is a report of at most 12 pages (not including technical appendices), along with a soft copy of any computer code and solver output.

MA425
Project in Operations Research & Analytics

This information is for the 2017/18 session.
Teacher responsible: Dr David Newton
Availability: This course is available on the MSc in Management Science (Decision Sciences) and MSc in Operations Research & Analytics. This course is not available as an outside option.
Cannot be taken with MA426 Dissertation in Operations Research & Analytics.
Course content: The student will carry out and report upon a substantial practical piece of Management Science. The project will either be found by the course leader or may be suggested by the student, with the approval of his/her teachers.
Teaching: 8 hours of lectures in the MT. 6 hours of lectures in the LT.
A reading week will take place in Week 6. There will be no teaching during this week.
Formative coursework: Each student will be assigned an internal project supervisor who will monitor his/her progress on a continuing basis and give tutorial advice as required.
Indicative reading: Detailed suggestions for reading will be provided in the course of supervision.
Assessment: Project (100%).
Assessment is based entirely on the project report.
The student is expected to work on this full-time from early June to end of August. Two paper copies and one electronic copy must be submitted on a specified date in late August/early September. The page limit for the report is 40 pages, excluding appendices.
A degree cannot be awarded unless MA427 Project in Operations Research & Analytics or MA426 Dissertation in Operations Research & Analytics have been passed.

MA426
Dissertation in Operations Research & Analytics

This information is for the 2017/18 session.
Teacher responsible: Dr Laszlo Vegh and Dr Katerina Papadaki
Availability: This course is available on the MSc in Management Science (Decision Sciences) and MSc in Operations Research & Analytics. This course is not available as an outside option.
Cannot be taken with MA427 Project in Operations Research & Analytics.
Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of management science. The dissertation is a quantitative or qualitative investigation in the field. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their advisor before embarking on any research.
Teaching: Advisors will normally be allocated according to student dissertation proposals, and it is the student's responsibility to find a suitable dissertation adviser who will advise the student, help provide information and bibliography and identify likely problems with the proposed research. Dissertation guidelines will be issued to students during MT.
Formative coursework: Students are required to submit Dissertation Plans to their supervisor in LT and ST.
Assessment: Dissertation (100%, 10000 words) post-summer term.
Two paper copies of the dissertation must be submitted on a specified date in late August/early September. An electronic version of the dissertation must also be submitted. The word limit for the dissertation is 10,000 words. The dissertation is critical to assessment.

MA427 Half Unit
Mathematical Optimisation

This information is for the 2017/18 session.
Teacher responsible: Dr Laszlo Vegh
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have sufficient knowledge of linear algebra (linear independence, determinants, matrix inversion and manipulation) and of basic multivariate calculus (derivatives and gradients).
Course content: Introduction to the theory and solution methods of linear and nonlinear programming problems, including: linear programming duality, Lagrangian duality, convex programming and Karush-Kuhn-Tucker conditions, algorithms for linear and convex optimisation problems, theory of good formulations for integer linear programming models, integer linear programming methods (branch and bound and cutting planes).
Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.
Formative coursework: Weekly exercises will be given that will be solved and discussed during the seminars. Two of those exercises will be handed in as formative coursework and the students will be given feedback on their submissions.
Indicative reading: Extensive lecture notes covering all parts of the course will be provided. Students interested in further readings can look at the books below.
- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization (1997)
- Vandenberghe Optimization
- Conforti Cornuejols Zambelli

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MA428 Half Unit
Combinatorial Optimisation

This information is for the 2017/18 session.
Teacher responsible: Dr Katerina Papadaki NAB 3.14
Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Some familiarity with graph theory and some knowledge of linear programming is desirable.
Course content: The course is intended as an introduction to discrete and combinatorial techniques for solving optimisation problems, mainly involving graphs and networks. Topics covered include: minimum spanning trees, with a brief introduction to matroids; shortest path algorithms; maximum flow algorithms; minimum cost flow problems; matching and assignment problems; and other topics that may vary from year to year.
Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 3 hours of lectures in the ST.
Formative coursework: Weekly exercises will be given that will be solved and discussed during the seminars. Two of those exercises will be handed in as formative coursework and the students will be given feedback on their submissions.
Indicative reading: Lecture notes will be supplied for most topics; otherwise reading from books will be indicated.
Most of the lectures will be based on topics from: R K Ahuja, T L Maganti and J B Orlin, Network Flows (2013).
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MA429 Half Unit
Algorithmic Techniques for Data Mining

This information is for the 2017/18 session.
Teacher responsible: Professor Gregory Sorkin
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Marketing and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
The course will be capped to 36 students.
Pre-requisites: Students are not permitted to take this course alongside ST443, Machine Learning and Data Mining.
Students must have knowledge of Statistics and the programming language R to the level of ST447, Data Analysis and Statistical Methods.
Course content: Data Mining is an interdisciplinary field developed over the last three decades. Vast quantities of data are available today in all areas of business, science, and technology. The main goal of data mining is to extract previously unknown, useful information from such massive scale data. The aim of the course is to equip the students with a theoretically founded and practically applicable knowledge of data mining. The theoretical foundations of the field come from mathematics, statistics, computer science and artificial intelligence.
The course introduces fundamental machine learning methods and algorithms for basic data analytics problems. These methods include algorithms for classification and regression problems, such as tree construction, support vector machines, nearest-neighbour methods, Bayesian networks. The course will also cover unsupervised learning methods such as association rule mining association rule mining and clustering.
The methods are illustrated on practical problems arising from various fields. The course will use data mining packages in R.
Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.
Formative coursework: There will be weekly homework assignments, some of which will be submitted for formative feedback, and some for summative assessment (10% of the course mark). A mock project will be given, as preparation for the

summative group project.
Indicative reading: James, Witten, Hastie, Tibshirani, An Introduction to Statistical Learning: with Applications in R (2016)
Torgo, Data Mining with R: Learning with Case Studies (2010)
Hastie, Tibshirani, Friedman, The Elements of Statistical Learning: Data Mining, Inference and Prediction, Second Edition (2009)
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Project (50%) in the ST.
Coursework (10%) in the LT.

MA430 Half Unit Not available in 2017/18
Efficient Algorithms For Hard Optimisation Problems

This information is for the 2017/18 session.
Teacher responsible: Prof Gregory Sorkin NAB 3.19
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Management Science (Decision Sciences) and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A level of mathematical sophistication, including comfort with proofs and familiarity with limits, permutations, factorials, binomial coefficients, and rudimentary probability including expectations and independence. If in doubt, please consult the instructor or attend the first lecture.
Course content: Many problems, from the "Travelling Salesman Problem" to train scheduling, are easy to state but hard to solve, in a mathematically well-defined sense. In practical operations research, though, one must solve such problems, and the issues involved are mathematically interesting. The course will introduce the underlying computational concepts (polynomial-time computation and NP-completeness); introduce canonical problem models including graph problems and formula satisfiability; and explore various ways of addressing these problems, including heuristics, randomized and approximation algorithms, average-case analysis, and relatively efficient exponential-time algorithms.
Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 2 hours of lectures in the ST.
Indicative reading: Shmoys and Williamson, The Design of Approximation Algorithms (Cambridge Univ. Press book, free e-version). Sinclair, Randomness and Computation (U.C. Berkeley lecture notes, by kind permission of the author)
Print books
Fomin and Kratsch, Exact Exponential Algorithms. Mitzenmacher and Upfal, Probability and Computing: Randomized Algorithms and Probabilistic Analysis
Assessment: Exam (85%, duration: 2 hours and 30 minutes, reading time: 15 minutes) in the main exam period.
Coursework (15%) in the LT.

MA431 Half Unit Not available in 2017/18
Advanced Topics in Operational Research and Applicable Mathematics

This information is for the 2017/18 session.
Teacher responsible: Dr Laszlo Vegh NAB3.05
Availability: This course is available on the CEMS Exchange, CP-418, MBA Exchange, MSc in Applicable Mathematics, MSc in Management (CEMS MIM), MSc in Management Science (Decision Sciences) and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: An examination of the new trends in Operational Research. The topics selected differ year to year; the topic for 2014/15 will be Data Mining. Information is available on Moodle or from the Management Science Group administration office.
Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Formative coursework: Details will be provided at the start of the course.
Indicative reading: Detailed suggestions for reading will be given before the start of the course.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (50%) in the ST.

MA432
Programming in C++

This information is for the 2017/18 session.
Teacher responsible: Dr Tugkan Batu COL.4.04
Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.
There may be limited availability to students in MSc in Applicable Mathematics and other programmes, subject to resource constraints such as computer room capacity.
Course content: This course in an introduction to programming with the C++ programming language. We will cover the lexical basis of C++, fundamental types and basic operators, control structures, functions, pointers and arrays, dynamic memory management, classes, data hiding, constructors and destructors, operator overloading, single inheritance, templates, standard library, exception handling, input and output.
Teaching: 10 hours of lectures and 20 hours of computer workshops in the MT.
Formative coursework: Students will work through worksheets provided in the computer workshops.
Indicative reading: D.M. Capper, Introducing C++ for Scientists, Engineers and Mathematicians, Springer.
B. Stroustrup, The C++ Programming Language, Addison Wesley.

MA498
Dissertation in Mathematics

This information is for the 2017/18 session.
Teacher responsible: Prof Jan van den Heuvel
Availability: This course is compulsory on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The Dissertation in Mathematics is an individual, substantial project as an introduction to mathematical research methods. The student will investigate and study an area of mathematical research or application of advanced mathematical techniques, and to write a report on their findings. The project may include some programming. The dissertation topic will normally be proposed by the Department.
Teaching: 10 hours of seminars and 3 hours of seminars in the MT. 9 hours of seminars in the LT. 3 hours of seminars in the ST.
The seminars include a mixture of lecture time, presentations and discussion. The ratio of lecture time and seminar time varies each week. Seminars do not include personal supervision time, which is scheduled independently with student supervisors.
Several seminars will include presentations by members of the Department of Mathematics on proposed topics for dissertations that they would be interested in supervising. Additional seminars will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general

aspects of writing mathematics, and preparing a manuscript using mathematical text processing software (in particular, LaTeX). Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance thorough the LT, ST, and over the summer.
Formative coursework: Students will be expected to produce an initial report (in LT) for which feedback will be provided.
Indicative reading: Detailed suggestions for reading will be provided by the supervisor.
Assessment: Dissertation (90%) in the LT and ST.
Oral examination (10%) in the ST.
Assessment is primarily based entirely on the Dissertation, three hard copies and one electronic copy of which must be submitted by 1st September 2018. (The report may include some software relating to the project.) Detailed information about the required format for this submission will be provided during the Seminars. At the end of summer term, each student will give a presentation to an audience including their supervisor on the topic of their dissertations. This will be graded and worth 10% of the course grade. Students will be given support in the seminars on how to prepare, how to present and what is expected.

MC401 Half Unit
Mediated Resistance and Citizens

This information is for the 2017/18 session.
Teacher responsible: Dr Bart Cammaerts TW2-601c
Availability: This course is available on the MSc in Media and Communications and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course aims to examine the various ways in which citizens, activists and social movements use, appropriate and consume media and technologies to resist, but also how resistance is represented and mediated, by citizens themselves, by the mainstream media and through movement media. The course will address several aspects of the intricate relationship between media and communication, resistance and activism. The course is organised around the core-concept of the 'mediation opportunity structure' referring to the opportunities for agency through media and communication, as well as the structural constraints preventing agency and stifling dissent. Both ICTs and more traditional media are considered and a dialectical perspective on power and the relationship between agency and structure is adopted with a particular emphasis on strategies of resistance. The different lectures will focus on various aspects of the mediation opportunity structure - mainstream-media representation, self-mediation, counter-hegemony, networked opportunities - using examples from various regions in the world. Some case-studies will be situated at a local level of analysis, others at a national, while again others might relate to regional contexts or even transnational levels of governance.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1,500 words.
Indicative reading:
- Bailey, Olga, Cammaerts, Bart and Carpentier, Nico (2007) Understanding Alternative Media, Maidenhead: Open University Press.
- Bennett, Lance and Segerberg, Alexandra (2013) The Logic of Connective Action: Digital Media and the personalization of Contentious Politics. Cambridge: Cambridge University Press.
- Cammaerts, Bart, Matoni, Alice and McCurdy, Patrick (eds) (2011) Mediation and Protest Movements. Bristol: Intellect.
- Cammaerts, B. and Carpentier, N. (eds.) (2007) Reclaiming the Media: Communication Rights and Democratic Media Roles, ECREA book series, Bristol: Intellect.
- Dahlgren, P. (2009) Media and political engagement: citizens, communication, and democracy, Cambridge/New York: Cambridge University Press.
- Della Porta, Donnatella and Diani, Mario (2006) Social Movements: An introduction - 2nd edition. Oxford: Blackwell Publishing.
- Downing, J. (2001) Radical Media: Rebellious Communication and Social Movements, Thousand Oaks, CA: Sage.
- Johnston, Hank (ed.) (2009) Culture, Social Movements, and Protest. Farnham: Ashgate.
- Martín-Barbero, Jesús (1993) Communication, Culture and Hegemony: From the Media to Mediation. London: Sage.
- Ruiz, Pollyanna (2014) Articulating Dissent: Protest and the Public Sphere. London: Pluto Press.

Assessment: Essay (100%, 3000 words) in the ST.

MC402 Half Unit
The Audience in Media and Communications

This information is for the 2017/18 session.
Teacher responsible: Dr Rafal Zaborowski TW3.7.01C
Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Culture and Society, MSc in Marketing, MSc in Media and Communications, MSc in Media and Communications (Research), MSc in Politics and Communication, MSc in Social Research Methods and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: This course examines a variety of social, cultural and psychological issues as they relate to the audiences for television and other media. It analyses people's everyday engagement with media, beginning with the history of audiences and audience research, then examining audiences for a variety of genres, before addressing transformations in audiences and audience research with the advent of new media, especially hybrid, globalised, cross-media genres and user-generated content. The course frames its critical investigation of empirical audience studies in relation to theories of active audiences, interpretative communities, encoding-decoding and fandom, among others. Students will be encouraged to read widely, to forge links with other aspects of media, communications and cultural studies, and to debate the nature and future of audiences in a changing media landscape.
Teaching: 11 hours of lectures and 9 hours of seminars in the LT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Abercrombie, N. & Longhurst, B. (1998) Audiences: A Sociological Theory of Performance and Imagination, Sage; Brooker, W. & Jermyn, D. (Eds.) (2003) The Audience Studies Reader, Routledge; Butsch, R., & Livingstone, S. (Eds.) (2013) Meanings of Audiences: Comparative discourses, Routledge; Carpentier, N., Schroeder, K., & Hallett, L. (Eds.) (2013), Audience Transformations: Shifting Audience Positions in Late Modernity, Intellect; Evans, E. (2011) Transmedia Television: Audiences, New Media and Daily Life, Routledge; Morley, D. (1992) Television, Audiences and Cultural Studies, Routledge; Nightingale, V. (ed.) (2011) The Handbook of Media Audiences, Wiley-Blackwell. Schroeder, K., Drotner, K., Kline, S., and Murray, C. (2003) Researching Audiences, Arnold.
Assessment: Essay (100%, 3000 words) in the ST.

MC403 Half Unit

Contemporary Issues in Media and Communications Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Damian Tambini TW2.7.01J
Availability: This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPhil/PhD in Media and Communications, MSc in Marketing, MSc in Politics and Communication and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be particularly beneficial to students with some background knowledge of media policy, regulation and governance. You are advised to consult the course teacher if you have not taken MC424, or if you do not have relevant professional experience.
Preparation for the course could include:
• Seeking additional reading in discussion with course teacher, or
• Auditing MC424 course materials and lectures from Moodle.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: This course examines live issues in broadcasting, press and telecommunications policy with a focus on current debates and an innovative format that permits longer seminar discussion, practical exercises in policy engagement and guest speakers who are active in media policy. The aim will be to develop a practical approach to current debates at the same time referring to the longer term normative and theoretical background to intervention in this sector. After the first session, discussion will focus on a current issue each week, and the reading contains items relating to that issue. There may be some changes to the order of the sessions depending on availability of high profile guest speakers, and supplementary readings may be advised during seminars or by email. Students will be encouraged to debate current policy issues including those the regulators and the government are currently consulting on, and develop a critical understanding of policy intervention, the policy process and strategy.
Teaching: 5 hours of lectures and 20 hours of seminars in the LT. This class is taught in flexible way and requires every student to attend a two-hour seminar each week and a one-hour guest lecture every other week. The guest lecture series is shared with MC405/403 and students are strongly encouraged to attend all 10 guest lectures.
Formative coursework: All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1,500 words.
Indicative reading: A reading list will be provided for each topic. General works relevant to the course include:
Baker, C.E. (2006). Democracy at a crossroads: Why ownership matters. In Media concentration and democracy. Cambridge: Cambridge University Press, pp. 5-53. Brown, I. (2015). The economics of privacy, data protection and surveillance. In J. M. Bauer (Ed.), Handbook on the Economics of the Internet. Cheltenham: Elgar. Gangadharan, S. P. (2013). Toward a deliberative standard: Rethinking participation in policymaking. Communication, Culture & Critique, 6(1), 1-19. Mansell, R. & Raboy, M. (Eds.) (2011). The handbook of global media and communication policy. Malden, MA: Wiley-Blackwell. Papathanassopoulos, S., & Negrine, R. M. (2011). Europeanizing the Media of Europe. In European media: Structures, policies and identity (pp. 63–83). Cambridge: Polity Press. Pasquale, F., & Citron, D.K. (2014). Promoting innovation while preventing discrimination: Policy goals for the scored society. Washington Law Review, 89(4), 1413-1424. Raymond, M., & DeNardis, L. (2015, November). Multistakeholderism: anatomy of an inchoate global institution. International Theory, 7(3), 572-616. Shtern, J., Landry, N., & Raboy, M. (2012). The least imperfect form of global governance yet? Multi-stakeholder governance of communication. In D. Frau-Meigs (Ed.), From NWICO to WSIS 30 years of communication geopolitics: actors and flows, structures and divides (pp. 187–198). Bristol, UK: Intellect Books. Tambini, D. (2015). Five theses on public media and digitalization: From a 56-country study. International Journal of Communication, 5, 1400-1424. van Schewick, B. (2015). Network neutrality and quality of service: What a non-discrimination rule should look like. Stanford Law Review, 67(1), 1–26. Journals such as Media, Culture, and Society, New Media and Society, Info, and Telecommunications Policy. The European Information Society portal http://ec.europa.eu/information_society/index_en.htm as well as the OECD, OfCOM, and FCC. The blog of the LSE Media Policy Project serves as a companion to the course material. Students are encouraged to comment and potentially to author for this blog, which is edited by the course teachers.
Assessment: Essay (100%, 3500 words) in the ST.

MC404 Half Unit

Political Communication

This information is for the 2017/18 session.
Teacher responsible: Dr Nick Anstead TW3.7.01F
Availability: This course is compulsory on the MSc in Politics and Communication. This course is available on the MSc in Media and Communications and MSc in Strategic Communications. This course is available as an outside option to students on other programmes where regulations permit.
This course is available to other students from the Department of Media and Communications, and students from other departments at the LSE. Students from the Department of Government are particularly welcome.
Please note however that places are limited. In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. While we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: The aim of the course is to examine the relationship between the media and political processes in comparative perspective. It offers a critical review of key aspects of contemporary theory and research in political communications. It examines a range of interconnected issues concerning the politics/media relationship: media and political influence; public opinion; election and referendum campaigning; political marketing and branding; political reporting; media and public knowledge; and public diplomacy.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Bennett, W. L. & Segerberg, A. 2012. The Logic of Connective Action : Digital Media and the Personalization of Contenious Politics. Cambridge: Cambridge University Press. Chadwick, A. 2013. The Hybrid Media System: Politics and Power. Oxford: Oxford University Press. Coleman, S. & Blumler, J. G. 2009. The Internet and democratic citizenship : theory, practice and policy. Cambridge ; New York: Cambridge University Press. Davis, A. 2010. Political communication and social theory. London ; New York: Routledge. Esser, F. and Pfetsch, B. (Eds). 2004. Comparing Political Communications, New York, Cambridge University Press; Issenberg, S. 2012. The Victory Lab: The Secret Science of Winning Campaigns: Crown; Norris, P. 2000. Virtuous Circle, Cambridge University Press; Scammell, Margaret. 2014. Consumer Democracy: The Marketing Of Politics. New York, NY USA: Cambridge University Press. Stromer-Galley, J. 2014. Presidential campaigning in the Internet age. Oxford: Oxford University Press. Willnat, L, and Annette A (Eds) 2009. Political communication in

Asia. London ; New York: Routledge.
Assessment: Essay (100%, 3000 words) in the LT.

MC405 Half Unit
Policy and Practice in ICTs and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Savita Bailur s.bailur@lse.ac.uk
Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whist we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: Policy and practice in ICTs and development do not always align. What are day-to-day ICT practices of users, particularly in the Global South? And how does one design an ICT (information and communication) policy which is as inclusive as possible? What are the decision-making processes involved in policy - for example, in mobile regulation, digital labour, payments and transfers and e-waste, just to take a few examples? This course will examine ICT policies and their relationship with society and development, drawing on multi-disciplinary theories and mutual learning from other modules (for example, MC424, MC403, MC421). We discuss issues including competition and regulation, ICTs and development, overcoming affordability barriers, information rights, the value of data, data sovereignty and privacy, mobile internet use, and ICT waste. For example, some of the topics we have discussed in the past include competition and regulation in Bhutan, mobile internet and income generation for women in China, policy-making surrounding the political economy of billing in South Africa and international practices and (lack of) policy on global flows of e-waste. .
Course objectives are: to examine the juxtaposition and gaps between current common ICT practices (e.g. using Whatsapp to sell homemade goods), and formal policies and accountable stakeholders (who regulates this?); to understand current experience and the application of policy development and research methods in these areas; and to illustrate these issues from practical experience.
Teaching: 5 hours of lectures and 20 hours of seminars in the LT. This class is taught in flexible way and requires every student to attend a two-hour seminar each week and a one-hour guest lecture every other week. The guest lecture series is shared with MC405/403 and students are strongly encouraged to attend all 10 guest lectures.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one mid-term formative 1500 word formative essay.
Indicative reading: Australian Communications Consumer Action Network (2009). Future Consumer: Emerging consumer Issues in Telecommunications and Convergent Communications and Media, Sydney. Broadband Commission (2015). The state of broadband 2015: broadband as a foundation for sustainable development. ITU and UNESCO. Donner, J. (2015). After access: Inclusion, development, and a more mobile Internet, Cambridge, MIT Press. Development as freedom – how the Capability Approach can be used in ICT4D research and practice, Information Technology for Development, 18:1 (2012), Thematic Special Issue. Graham, M., Hjorth, I., Lehdonvirta, V. (2017). Digital labour and development: impacts of global digital labour platforms and the gig economy on worker livelihoods. Transfer: European Review of Labour and Research. https://doi.org/10.1177/1024258916687250. Heeks, R. (2010). Do information and communication technologies (ICTs) contribute to development?. Journal of International Development, 22(5), 625-640. International Telecommunication Union (2015). Measuring the Information Society. Mansell, R. (2012). Imagining the Internet: Communication, Innovation, and Governance, Oxford, Oxford University Press. Souter, D. ed. (2009). The APC ICT Policy Handbook, Association for Progressive Communications. Toyama, K. (2015). Geek Heresy: Rescuing Social Change from the Cult of Technology. Public Affairs. Unwin, Tim (ed.) (2009). ICT4D: Information and Communication Technology for Development, Cambridge, Cambridge University Press. Wicker, S. B., & Santoso, S. M. (2013). Access to the internet is a human right. Communications of the ACM, 56 (6), 43-46. World Bank (2016). Digital Dividends: World Development Report, Washington DC, World Bank. Wu, T. (2010).The Master Switch: The rise and fall of information empires, New York: Alfred Knopf
Assessment: Essay (100%, 3000 words) in the ST.

MC407 Half Unit
International Media and The Global South

This information is for the 2017/18 session.
Teacher responsible: Dr Shakuntala Banaji TW2.7.01F
Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: This course challenges students to raise questions about the power and role of international media - including media originating in the global south - in shaping global discourses about development, citizens and the global south. Building on empirical examples, the lectures aim to demonstrate that the reporting and discussion of poverty, disasters, political unrest, underdevelopment and development by international media organizations has implications, not only for the way the global south and its diverse populations are imagined and represented, but also for the arena of international and national policy and politics. From different theoretical perspectives, the course critically investigates key questions concerning the role of international, national, NGO and subaltern media in development, including the failure of the dominant modernization paradigm to 'pass away'. The course offers insight into how to approach the study of media constructions, discourses and representations of, and about, the global south and its citizens. The objectives are to: (a) Introduce debates about how media power shapes international development discourses and political realities for citizens in the global south; (b) Link dominant development theories to the paradigms of mediated NGO development interventions; (c) Provide a postcolonial critique of the study of representations of poverty, development, participation and the global south; (d) Critically assess aspects of the political economy of international media production within the contexts in which both local media groups and NGOs research, package and produce information about international development, especially in and about the global south and (e) Investigate whether and in what ways new and mobile technologies, and small and participatory media formats enable alternative voices and critical frameworks from the global south to be heard. The course is organized into three sections: 1) a historical and theoretical overview of international media, development and the global south locating the debate(s) around

development and communication within postcolonial and other critical frameworks, 2) Critical perspectives, drawn selectively from studies of development theory, political economy and cultural studies and pertaining to identity, ideology, representation, regulatory frameworks, good governance and democracy and 3) Cases and practices in reporting development, poverty, inequality and humanitarian issues. Cross-cutting themes will include a consideration of gender, NGO communications, ethnic and social conflict, tourism campaigns, social media and ICTs in the context of international media and change in the global south.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Abbas, M. A. and J. N. Erni (2004) (eds.) Internationalizing Cultural Studies: an Anthology. Oxford: Blackwell; Banaji, S. (Ed.). South Asian Media Cultures: Audiences, Representations, Contexts. London and New York: Anthem Press; Banaji, S. and Buckingham, D. (2013) The Civic Web: Young People, the Internet and Civic Participation. Massachussets: MIT Press; Baaz, M. E. (2005) The Paternalism of Partnership: A Postcolonial Reading of Identity and Development Aid London and New York, Zed Books; Bernal, V. and Grewal, I. (2014) Theorising NGOs: States, Feminism and Neoliberalism, Durham: Duke University Press; Eisenstein, Z. (2004) Against Empire: Feminisms, Racism and the West, London, New York: Zed Press; Hall, S (ed.) (1997) Representation: Cultural Representations and Signifying Practices, Thousand Oaks CA: Sage Publications; Hayter, T. (1990) The Creation of World Poverty. London: Pluto Press. Hemer, O. and Tufte, T. (eds) (2005) Media and Global Change: Rethinking Communication for Development, Clacso and NORDICOM; Independent Commission for the Study of Communication Problems (ICSCP) (1980/2004) Many Voices, One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World Information and Communication Order. (MacBride Report) London, New York and Paris: Kogan Page and UNESCO. Kovats-Bernat, J. C. (2006) Sleeping Rough in Port-au-Prince: an Ethnography of Street Children and Violence in Haiti. Florida: University of Florida Press; Matos, C. (2012) Media and Politics in Latin America:Gglobalisation, democracy and identity. New York: I.B. Tauris; Mignolo, W. (2012). The Darker Side of Western Modernity: Global Futures, Decolonial Options. Durham, NC: Duke University Press. Mody, B. (ed) (2003) International and Development Communication: A 21st Century Perspective. 2nd Edition. Thousand Oaks, CA: Sage; Said, E. (1979) Orientalism. New York: Vintage; Schramm, W. (1964). Mass Media in National Development. Stanford, CA: Stanford University Press; Servaes, J. (ed.) (2008) Communication for Development and Social Change. New Delhi: Sage
Assessment: Essay (100%, 3000 words) in the ST.

MC408 Half Unit

Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches)

This information is for the 2017/18 session.
Teacher responsible: Dr Bart Cammaerts, TW2.6.01C and Dr Wallis Motta TW2.6.01E
Availability: This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is available on the MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Culture and Society, MSc in Gender, Media and Culture and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whist we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: This course addresses key theoretical and conceptual issues in the study of media and communications, within a broadly interdisciplinary social science perspective. It grounds the analysis of media and communications phenomena within broader sociological and political theories of social order and social change, thereby revealing the shifting significance of the media environment for relations among the state, market and public sphere in a globalising knowledge society.
The course is divided into two main sections. The first examines key concepts underpinning the analysis of media and communications phenomena in order to understand processes of power and mediation in contemporary societies. The second explores selected critical perspectives which have proved influential in the field of media and communications. As a team taught course that combines weekly lectures and seminars, its purpose is to expose students to a range of research-led debates at an advanced level, and to enable students to develop their understanding and critical appraisal of the relation between media and power at the levels of institutions, culture and social processes.
The course also includes an invited speaker series ('Media Agenda Talks') which addresses the interface between academic issues taught on the Media and Communications programmes and professional issues facing the media and communications industry. Speakers will normally include a mix of journalists and executives working for UK and global media companies in London. The purpose is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing practitioners.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT.
13 hours and 30 minutes of Polis Media Agenda Talks in MT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words during MT.
Indicative reading: A reading list will be provided for each topic. General works relevant to the course include:
Bella, M. (2003) International and Development Communication: A 21st Century Perspective - 2nd Edition. Thousand Oaks, CA: Sage. Butsch, R. (ed.), (2007) Media and Public Spheres. New York: Palgrave Macmillan. Carey, J. W. (1989) Communication as Culture. New York, NY: Routledge. Castells, M. (2009) Communication Power. Oxford: Oxford University Press. Chadwick, A. (2006) Internet Politics: States, Citizens, and New Communication Technologies. Oxford: Oxford University Press. Couldry, N. and Curran, J. (eds) (2003) Contesting Media Power: Alternative media in a networked world. Lanham, MD: Rowman & Littlefield. Curran, J. (ed.) (2010) Media and Society. 5th Edition. London: Bloomsbury. Dahlgren, P. (2009) Media and Political Engagement, Cambridge: Cambridge University Press. Hall, S. (ed.) (1997) Representation: Cultural Representations and Signifying Practices. Milton Keynes: Open University Press. Fenton, N. (ed.) (2010) New Media, Old News: Journalism and Democracy in the Digital Age, London: Sage. Mansell, R. (2012) Imagining the Internet: Communication, Innovation, and Governance. Oxford: Oxford University Press. McQuail, D. (2010) Mass Communication Theory – 6th Edition. London: Sage. Mejias, M. (2013) Off the Network: Disrupting the Digital World. Minneapolis, MN: Minnesota University Press. Thompson, J. B. (1995) The Media and Modernity: A social theory of the media. Cambridge: Polity. Tomlinson, J.

(1999) Globalization and Culture. Chicago, IL: University of Chicago Press; Turkle, S. (2011) Alone together. New York, NY: Basic Books. Wasko, J., Murdock, G. and Sousa, H. (eds) (2011) The Handbook of Political Economy of Communications. London: Wiley-Blackwell.
Assessment: Essay (100%, 3000 words) in the LT.

MC409 Half Unit
Media, Technology and Everyday Life

This information is for the 2017/18 session.
Teacher responsible: Dr Leslie Haddon
Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research), MSc in Media, Communication and Development and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: The course aims to explore how information and communication technologies are experienced in everyday life. This includes examining how ICTs are socially shaped, through looking at current theoretical frameworks as well as historical and contemporary examples. The course covers such matters as the domestication of ICTs, their place in social networks and their implications for time and space. Finally, a range of potential social consequences are considered, from the specific implications for parent-child relationships to broader questions about the extent to which these technologies are changing social life.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Haddon, L. (2004) Information and Communication Technologies in Everyday Life: A Concise Introduction and Research Guide, Berg; Bakardjieva, M. (2005) Internet Society: The Internet in Everyday Life, Sage; Berker, T, Hartmann, M., Punie, Y and Ward, K. (Eds) (2005) Domestication of Media and Technologies, Open University Press; Ito, M., Matsuda, M. & Okabe, D. (Eds) (2005) Personal, Portable, Pedestrian, Mobile Phones in Japanese Life, MIT Press; Ito, M. (2010) Hanging Out, Messing Around and Geeking Out: Kids Living and Learning with New Media, MIT Press, Cambridge, MA; Van Dijk, J. (2005) The Deepening Divide: Inequality in the Information Society, Sage, London; Green, N. and Haddon, L. (2009) Mobile Communications: An Introduction to New Media, Oxford, Berg; boyd, d. (2014) It's Complicated.The Social Lives of Networked Teenagers,Yale University Press, New Haven; Byam, N. (2015) Personal Communications in a Digital Age, Cambridge, Polity.
Assessment: Essay (100%, 3000 words) in the LT.

MC411 Half Unit
Media and Globalization

This information is for the 2017/18 session.
Teacher responsible: Prof Terhi Rantanen TW2.7.01.B
Availability: This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT) and MSc in Global Media and Communications (LSE and USC). This course is not available as an outside option.
Course content: The aim of this course is to explore and demonstrate the role of the media and communications in the processes of globalisation by introducing the relevant literature, by examining various theories of globalisation and by identifying their relevance in understanding the media. Topics taught include: Globalisation theories, Media imperialism, Global generations, Global media production, Global representations, Global consumption, Alternative globalisation theories.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
6 hours of panel discussion in the MT.
Formative coursework: All students are expected to complete advance reading, participate actively in seminar discussions, prepare a seminar presentation with a partner and submit one essay which includes a referencing exercise.
Indicative reading: A reading list will be provided for each topic. General works relevant to the course include: Balnaves, M. et al (2009) Media Theories and Approaches: A Global Perspective. London: Palgrave: MacMillan; Eriksen, T. (2014) Globalization. London: Bloomsbury; Hesmondhalgh, D (2012) The Cultural Industries. 3rd edition. London, Los Angeles and New Delhi: SAGE; Pickering, M. (2001). Stereotyping: The Politics of Representation. Basingstoke: Palgrave; Rantanen, T. (2004). The Media and Globalization. London: Sage; Said, E. (1985). Orientalism. London: Penguin; Silverstone, R. (2007). Media and Morality. Cambridge: Polity Press; Tomlinson, J. (1999). Globalisation and Culture. Cambridge: Polity Press; Turow, J (2011) The Daily You. New Haven: Yale University Press.
Assessment: Essay (80%, 3000 words) in the LT.
Presentation (20%) in the MT.
Single-authored essay (80%, 3000 words) in the LT.
Presentation (10 minutes, worth 20%), to be prepared and given together with another student in MT.

MC413 Half Unit Not available in 2017/18
Information, Communication and Knowledge Systems

This information is for the 2017/18 session.
Teacher responsible: Dr Paolo Dini
Availability: This course is available on the MSc in Media and Communications (Media and Communications Governance) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whist we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: The aim of this course is to examine how innovation influences the development of digital technologies and the information, communication and knowledge systems they support. The focus is on the social, political and economic implications of changes in the digitally mediated environment in the information society. Digital technologies are developed, used, and sometimes resisted within a complex socio-technical system. Students are encouraged to critically appraise the way this system is influencing people's lives in ways that are both empowering and disempowering. Policy choices with respect to governing the Internet and social media are discussed in relation to the values that inform different perspectives.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Brown, I. and Marsden, C. (2013) Regulating Code: Good Governance and Better Regulation in the Information Age, MIT Press; Dutton, W. H. (ed) (2013) The Oxford Handbook of Internet Studies, Oxford University Press; Fuchs, C. and Sandoval, M. (eds) (2014) Critique, Social Media and Information

Society, Routledge; Mansell, R. (2012) Imagining the Internet: Communication, Innovation and Governance, Oxford University Press; Mosco, V. (2014) To the Cloud: Big Data in a Turbulent World, Paradigm Publishers; United Nations (2015) Implementing WSIS Outcomes: A Ten-Year Review, Geneva: UN Commission for Science Technology and Development; Webster, F. (2014) Theories of the Information Society, Fourth Edition, Routledge.
Assessment: Essay (100%, 3000 words) in the ST.

MC416 Half Unit
Representation in the Age of Globalisation

This information is for the 2017/18 session.
Teacher responsible: Dr Shani Orgad TW3.7.01G
Availability: This course is available on the MSc in Media and Communications and MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whist we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: Images and stories circulated in the media play a central role in informing how we imagine the world, others and ourselves. We become increasingly dependent, often exclusively, on what we see, read and hear in the news, on our favourite television drama series, in advertisements, on the radio, and over the Internet. This course focuses on the way media representations are implicated in the exercise of power over how we think and feel through the construction of meaning. It explores the opportunities that media representations present for the creation of a global and interconnected space, which enables the people living in it to conduct their social, cultural, political and economic lives in positive, just and inclusive ways. At the same time, the course discusses some of the critical challenges, limits and threats those visual and textual representations present. The discussion focuses on the representation of the Other and the production of difference, the representation of gender, suffering and migration timely issues whose centrality is ever more vivid. It examines how transformations in the contemporary media landscape, such as the expansion of social media platforms, the increasing commodification and global scope of communication, shape the ways in which public issues are framed, imaged, and constructed, the consequences this may have for the moral judgements people make and the possibilities for disrupting dominant narratives and imaginaries.
Teaching: 12 hours of lectures, 10 hours of seminars and 2 hours of workshops in the LT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Boltanski, L. (1999) Distant Suffering: Morality, Media and Politics, Cambridge University Press; Chouliaraki, L. (2006) The Spectatorship of Suffering, Sage; OUP. Hall, S. (1997) Representation: Cultural Representations and Signifying Practice, Sage; Macdonald, M. (2003) Exploring Media Discourse, Arnold; Orgad, S. (2012) Media Representation and the Global Imagination, Cambridge: Polity; Pickering, M. (2001). Stereotyping: The Politics of Representation, Palgrave; Said, E. (1985) Orientalism, Penguin; Silverstone, R. (2007) Media and Morality: On the Rise of the Mediapolis, Polity.
Assessment: Essay (100%, 3000 words) in the ST.
All students have to produce a short film-team in the LT, on the basis of which they submit a 3,000 word essay in the ST.

MC417 Half Unit Not available in 2017/18
Democracy and the Media

This information is for the 2017/18 session.
Teacher responsible: Dr Bart Cammaerts TW2-601c
Availability: This course is compulsory on the MSc in Politics and Communication. This course is not available as an outside option.
Course content: This course examines the links between the media and democracy in theory and practice. The range of issues examined include: theories of democracy and the obligations of media; issues of press freedom and the limits to free speech; media and elections; media and public policy; the Internet and political participation; reporting in the digital age; media in an international context and the relationship between the media and social movements. This course discusses the role assumed by the media in both long-established democratic societies and in new and emerging democracies.
Teaching: 5 hours of lectures, 5 hours of seminars and 15 hours of workshops in the MT.
The workshops refer to 5 student-led classes of 3 hours of in the MT centred around student presentations.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading:

- Cammaerts, B., Matoni, A. and McCurdy, P. (eds) (2013) Mediation and Protest Movements. Bristol: Intellect, 2013.
- Chadwick, A. (2013) The Hybrid Media System: Politics and Power. New York: Oxford University Press.
- Esser, F. and Strömbäck, J. (eds) (2014) Mediatization of Politics: Understanding the Transformation of Western Democracies. Basingstoke: Palgrave Macmillan.
- Hallin, D. C., and Mancini, P. (2004). Comparing media systems: Three models of media and politics. Cambridge: Cambridge University Press.
- Hallin, D. C., and Mancini, P. (eds) (2012) Comparing Media Systems Beyond the Western World. Cambridge: Cambridge University Press.
- Held, D. (2006) Models of Democracy, Cambridge: Polity.
- Negrine, R. (2008) The Transformation of Political Communication. Basingstoke: Palgrave Macmillan.
- Scammell, M. (2014) Consumer democracy: the marketing of politics. Communication, society and politics. Cambridge University Press, Cambridge,
- Semetko, H. and Scammell, M. (eds) (2012) The SAGE handbook of political communication. London. SAGE,
- Voltmer K. (2013) The Media in Transitional Democracies. Contemporary Political Communication. Cambridge: Polity.

Assessment: Essay (90%, 3000 words) in the LT.
Presentation (10%) in the MT.

MC418 Half Unit
Theories and Concepts in Media and Communications II (Processes of communication in modern life)

This information is for the 2017/18 session.
Teacher responsible: Prof Nicholas Couldry TW2.7.01G and Dr Wallis Motta TW2.6.01E
Availability: This course is compulsory on the MSc in Media and Communications. This course is available on the MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Gender, Media and Culture, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance) and MSc in Media and Communications (Research). This course is not available as an outside option.
In order to accommodate academic staff leave, and in order to maintain smaller group sizes, this course is capped, meaning there

is a limit to the number of students who can be accepted.
Course content: This course examines key concepts and critical perspectives on the processes of communication that underpin social, economic and cultural relations across diverse spheres of modern life. It takes an interdisciplinary and theoretical perspective, comparing the claims and contribution of selected key theories of communication in order to understand and critique the symbolic and material power of communication media. With a substantive focus on the shifts from mass to networked media and from national to globalised communication processes, the course offers a selective introduction to key theories in communication. It examines a series of critical perspectives, drawing on current research debates in the field of media and communications and beyond. The course is team taught by active researchers in the field of media and communications and aims to enable students to develop their critical understanding of the communication processes central to the contemporary media and communications environment.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit an essay of 1,500 words. In addition, there will be a one-hour theories and concept mapping exercise in class in last week of term.
Indicative reading: Castells, M. (2009) Communication Power, Oxford University Press; Chadwick, A. (2013) The Hybrid Media System, Oxford University Press; Couldry, N. (2012) Media, Society, World. Cambridge: Polity; Curran, J. and Park, M.J. (ed) (2000) De-Westernizing Media Studies (Communication and Society), London: Routledge; Dutton, W.H. (2013) The Oxford Hhandbook of Internet Studies. Oxford University Press; Georgiou, M. (2013) Media and the City, Polity Press; Hall, S. (ed.). (1999) Representation: Cultural representations and signifying practices, Sage; Mansell, R. (2012) Imagining the Internet: communication, innovation, and governance, Oxford University Press; McLuhan, M. (2001[1964]); Understanding Media: The Extensions of Man, Routledge; Meyrowitz, J. (1985) No Sense of Place, Oxford University Press; Silverstone, R. (2007) Media and Morality, Polity Press; van Dijck, J. (2013) The Culture of Connectivity, Oxford University Press; van Dijk, J.A.G.M. (2006) The Network Society: Social Aspects of New Media, Sage.
Assessment: Essay (100%, 3000 words) in the ST.

MC419 Half Unit
Modern Campaigning Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Nicholas Anstead Tower 3, 7.01.F
Availability: This course is compulsory on the MSc in Politics and Communication. This course is not available as an outside option.
Course content: The focus of this module is the intersection between practical politics and academic research. The course is taught by a series of invited guest lecturers who are experts in the field of political campaigning for political parties and NGOs. It will connect with theory taught on other courses in the department and will enable students to see how theory is relevant and applied to the practice of modern political campaigns in the context of the changing nature of modern political communication,. It will examine core and general concepts in campaigning including political strategy and how it is developed; the shaping and measurement of public opinion; and the role of data targeting in modern campaign.
Teaching: 20 hours of lectures in the LT.
Formative coursework: This formative coursework for this course is a reduced length version of the summative assessment (see below for further details):
A 500 word campaign memo advocating a specific strategy for a campaign of your choice (this might be for a candidate, a political party or a campaign / protest group).
A 1000 word academic reflection on the strategy memo, where you will justify and explain your strategic recommendations with reference to relevant academic research.
Indicative reading: Campbell, A. 2007. The Blair years: extracts from the Alastair Campbell diaries. Knopf.Chadwick, A. 2013. The Hybrid Media System: Politics and Power. Oxford: Oxford University Press. Denton E. D. (Ed.) (2000) Political Communication Ethics: An Oxymoron?, Praeger Publishers; Gould, P. (1998) The Unfinished Revolution: How the Modernisers Saved the Labour Party, Little Brown; Issenberg, S. 2012. The Victory Lab: The Secret Science of Winning Campaigns. Crown.Kreiss, D. 2016. Prototype Politics: Technology-Intensive Campaigning and the Data of Democracy. Oxford University Press. Negrine, R. (2006) The Political Communication Reader, Routledge; Nielsen, R. K. 2012. Ground wars: Personalized communication in political campaigns. Princeton University Press. Nimmo, D. D. (2001) Political persuaders: the techniques of modern election campaigns, Transaction Publishers; Stanyer, J. (2007) Modern Political Communication, Polity; Swanson, D. L. & Mancini, P. (1996) Politics, Media, and Modern Democracy An International Study of Innovations in Electoral Campaigning and Their Consequences, Greenwood; Ross, T. 2015. Why the Tories Won. London: Biteback. Trent, J. S. & Friedenberg, R. V. (2007) Political Campaign Communication: Principles and Practices - 6th edition, Rowman & Littlefield;
Assessment: Essay (100%, 3000 words) in the ST.
This summative assessment for this course is a two-part piece of coursework.
1. A 1000 word campaign memo advocating a specific strategy for a campaign of your choice (this might be for a candidate, a political party or a campaign / protest group).
2. A 2000 word academic reflection on the strategy memo, where you will justify and explain your strategic recommendations with reference to relevant academic research.
NB. One additional requirement of the summative coursework is that is cannot be on the same example used in the formative coursework.

MC420 Half Unit Not available in 2017/18
Identity, Transnationalism and the Media

This information is for the 2017/18 session.
Teacher responsible: Dr Myria Georgiou TW2.701.G
Availability: This course is available on the MSc in Culture and Society, MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whist we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: This course examines the relation between identity and the media in the context of diaspora and transnationalism. The course explores meanings of identity at present times, especially as these are formed through experiences of mediated and physical transnational mobility. As migration and symbolic mobility, especially through the media, inform each other it becomes almost impossible to understand identity outside the context of mediation. The course is organised in three main thematic units. The first unit provides the conceptual entry point to the course. The second unit focuses on the modes of transnational communication: television, cinema and the internet. The third unit focuses on the spaces of transnational communication: the city, the nation and the transnational space. Each unit and lecture contributes to the understanding of identity in a world that is

increasingly interconnected and networked.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Amin, A. (2012) Land of Strangers. Cambridge: Polity; Appadurai, A. (2006) Fear of Small Numbers, Duke University Press; Bailey, Guedes O., M. Georgiou and R.Harindranath (eds.) (2007) Transnational Lives and the Media: Reimagining Diasporas, Palgrave; Beck, U. (2006) Cosmopolitan Vision. Cambridge: Polity; Bhabha, H. (1994) The Location of Culture, Routledge; Dines, M. G. and J.M.Humez (2015) Gender, Race, and Class in Media: A Critical Reader. Thousand Oaks, CA: Sage; Coates, T-N. (2015) Between the world and me. Melbourne: TPC; Du Gay, P. et al. (eds.) (2000) Identity: A Reader, London: Sage; Hall, S. and P. du Gay (eds.) (1996) Questions of Cultural Identity, Sage; Georgiou, M. (2006). Diaspora, Identity and the Media: Diasporic Transnationalism and Mediated Spatialities, Hampton Press; Gilroy, P. (2004) After Empire: Multiculture or Postcolonial Melancholia, Routledge; Papastergiadis, N. (2012) Cosmopolitanism and Culture. Cambridge: Polity; Werbner, P. (2008) Anthropology and the New Cosmopolitanism: Rooted, Feminist and Vernacular Perspectives, Berg; Vertovec, S (2009) Transnationalism, Routledge.
Assessment: Essay (100%, 3000 words) in the ST.

MC421 Half Unit
Critical Approaches to Media, Communication and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Shakuntala Banaji TW2.7.01F
Availability: This course is compulsory on the MSc in Media, Communication and Development. This course is not available as an outside option.
In order to accommodate academic staff research leave and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: The content of the course addresses the history of and tensions between 'media for development' and 'communication for development', while challenging mainstream development perspectives on aid, modernisation, and the role of media and communication in low income countries and unequal social contexts. It achieves this aim by emphasising the conflictual relationships between economic and political power stuctures and the empowerment of individuals, as well as among collective groupings within their local and regional contexts. In particular, paying attention to issues of history, colonisation, race and gender, this course questions the epistemological basis of modernisation approaches to Media, Communication and Development. It explores the ways in which the concepts of ideology, discourse, orientalism, reflexivity and power can enable a critical understanding of social life, participation and change in the global south. The course also offers a sharp critique of scholarly and policy oriented literature that regards the media, information, and communication strategies, and information and communication technology applications, as obvious means of alleviating poverty and fostering democracy and human rights in low-income countries. It offers alternative theorisations of the contested way in which developments in these areas become embedded in the cultural and social fabric, especially where poverty and unequal power relations influence the capacities of individuals to make changes in their lives.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures in the ST.
Film viewing: 3 hours in MT.
Formative coursework: All students are expected to complete advance reading, participate in case studies and discussions on moodle forums, prepare seminar presentations, organise and attend practitioner seminars and film/documentary viewings and submit one essay of 1,500 words.
Indicative reading: Abrahamson, R. (2000) Disciplining Democracy: Development Discourse and Good Governance in Africa. London, Zed Books; Banaji, S. (2016). Children and Media in India. London and New York: Routledge; Escobar, A. (2011) Encountering Development: The Making and Unmaking of the Third World. Princeton USA: Princeton University Press; Freire, P. (1970) Pedagogy of the Oppressed, New York: Continuum; Hall, S (ed.) (1997) Representation: Cultural Representations and Signifying Practices, Thousand Oaks CA: Sage Publications; Hayter, T. (1990) The Creation of World Poverty. London: Pluto Press. Hemer, O. and Tufte, T. (eds) (2005) Media and Global Change: Rethinking Communication for Development, Clacso and NORDICOM; International Commission for the Study of Communication Problems. (2004) One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World information and communication order, London, New York and Paris: UNESCO and Roman & Littlefield; Katz, C. (2004) Growing Up Global: Economic Restructuring and Children's Everyday Lives. Mineapolis and London: University of Minessota Press; Kapoor, Ilan (2008) The Postcolonial Politics of Development (London and New York: Routledge); Kovats-Bernat, J. C. (2006) Sleeping Rough in Port-au-Prince: an Ethnography of Street Children and Violence in Haiti. Florida: University of Florida Press; Mama, A. (1995) Beyond the Masks: Race, gender and subjectivity. London and New York: Routledge; Manyozo, L. (2012) Media, communication and development: three approaches, New Delhi, India SAGE Publications; McEwan, C. (2009) Postcolonialism and Development, London and New York: Routledge; Melkote, S. and Steeves, H. L. (2001) Communication for Development in the Third World: Theory and practice for empowerment, New Delhi and Thousand Oaks CA: Sage; Quebral, N. (1988) Development Communication, Laguna: UPLB College of Agriculture; Rodriguez, C. (2011) Citizens media against armed conflict. Minnesota: Minnesota University Press. Scott, M. (2014) Media and Development. London: Zed books; Said, E. (1979) Orientalism. New York: Vintage; Schramm, W. (1964). Mass Media in National Development. Stanford, CA: Stanford University Press; Servaes, J (ed.) (2008) Communication for Development and Social Change. New Delhi, Thousand Oaks, CA and Singapore: Sage. Singhal, A. and Rogers, E. (1999) Entertainment-Education: A Communication Strategy for Social Change. Malden, NJ: Lawrence Erlbaum Associates.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
This is a seen examination, and the questions are made available to students up to seven days prior to the sitting.

MC422 Half Unit
Critical Studies in Media and Journalism

This information is for the 2017/18 session.
Teacher responsible: Prof Charles Beckett TW2.7.01K
Availability: This course is available on the MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: The news media is vital not just for the dissemination information but as a forum for debate. Journalism shapes our individual and community lives. It frames ideological disputes and is a site of contestation. But journalism and the news itself is changing because of technological, social, economic and political forces. This course led by a media professor with 20 years of experience as a journalist, takes an ethical perspective on

media change. It asks what impact journalism has, what kind of journalism do we want, and how will journalism reconstruct itself according to competing national, cultural, or political contexts. On completion of this course, students should be able to: understand the role of journalism in society today; critically discuss different theoretical conceptions of journalism as practiced in a wide variety of social and political contexts; compare and contrast the role of journalism in contexts ranging from mainstream to alternative media outlets; evaluate the normative and empirical connections between media journalism, the production of news and ethical considerations; critically assess contemporary debates about the changing nature of journalism and its implications for cultural understanding and democracy.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Allan, S. (2009) The Routledge Companion to News and Journalism, London: Routledge; Beckett, C. (2008) Supermedia, London: Blackwell; Bell, E & Owen, T (2017) The Platform Press: How Silicon Valley Re-engineered Journalism (Tow Center, Columbia University) Chouliaraki, L. (2006) Spectatorship of Suffering, London: Sage; Hafez, K. (2007) The myth of media globalization, Cambridge: Polity; Muhlmann, G. (2008) A Political History of Journalism, Cambridge: Polity; Rodgers, J. (2012) Reporting Conflict, Palgrave; Schudson, M (2008) Why Democracies Need An Unlovable Press (Polity) Silverstone, R. (2006) Media and Morality: On the rise of the Mediapolis, Cambridge: Polity.
Assessment: Essay (100%, 3000 words) in the LT.

MC423 Half Unit
Global Media Industries

This information is for the 2017/18 session.
Teacher responsible: Dr Bingchun Meng TW2.7.01H
Availability: This course is available on the MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is not available as an outside option.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: This course aims to present a critical view of theories, research and practices of media industries in the context of globalization. The central theme of the course is how media industries have been transformed by the recent political economic, cultural and technological changes on a global scale and how such transformation impact the content circulating across media platforms. Topics of interest include: new ways of organizing media production and distribution; digital media as a potential source of both resistance and control; media industries and creative cities; media policy and regulation at the global level. We will not only discuss key issues of media industries such as convergence, commodification, digital platforms, creative labour etc., but will also utilize different approaches such as political economy, cultural studies and sociology to analyze cases of media production.
Course objectives:
This course aims to help you:
- Understand different approaches to the study of media industries
- Examine the transformation of media industries in the context of globalization
- Critically analyse the relationship between institutional arrangements of media industries and the content being produced and disseminated
- Critically evaluate global regulatory attempts to establish a new communication order and the dynamics of alternative media

Topics are structured as follows:
- Media production and distribution in a globalised era
- The many lives of media commodities
- Creative labour in media industries
- Convergence: Top-down and bottom-up
- Policy and regulation
- Political economy of film industry
- The neoliberal theatre of Reality TV
- Media industries and creative cities
- Sociology of news production
- Summary and reflection

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Harvey, D. (1989) The Condition of Postmodernity. Oxford: Blackwell; Hesmondhalgh, D. (2012) The Cultural Industries (3nd Edition). London: Sage; Maxwell, R. (2016) The Routledge Companion to Labor and Media. London: Routledge. Miller, T. et al. (2005) Global Hollywood 2. London: British Film Institute; Mosco, V.(2014) To the Cloud. Boulder: Paradigm; Turow, J. (2011) The Daily You. New Haven: Yale University Press.
Assessment: Essay (80%, 3000 words) in the ST.
Case study (20%) in the LT.

MC424 Half Unit
Media and Communication Governance

This information is for the 2017/18 session.
Teacher responsible: Dr Seeta Gangadharan TW2 7.01I
Availability: This course is compulsory on the MSc in Media and Communications (Media and Communications Governance). This course is available on the MPhil/PhD in Data, Networks and Society. This course is not available as an outside option.
Course content: Should the internet be governed? How should law and policy on the press and the media be reformed in the light of technological change? This course lays the foundation to enable students to approach these and related questions in an informed, authoritative way. Communication governance includes all attempts by public bodies to fund, licence or otherwise regulate or govern communication services or the providers of those services, usually for an alleged public benefit. The process of governance includes public policy debate and discussion and the processes of self-regulation and legal regulation. The term 'governance' refers to the norms, rules and resources together with their theoretical underpinnings that inform the production and consumption of media and communication services. The course covers the key concepts required to gain an understanding of the processes through which public authorities, corporations and the public are involved in setting rules, building institutions and providing public resources for the provision of media and communication services. This course begins from the assumption that media and communication can only be fully understood if their governance and its implications for citizens and consumers as well as producers, are understood. Illustrations are drawn from UK, European and international developments, thereby presenting a multi-levelled analytical approach to governance issues in the field. The first half of the course maps key elements of communication governance including key concepts and institutions. The second half of the course examines contemporary issues and debates in communication governance.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.
Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Mansell, R. and Raboy, M (eds). (2011).

Handbook of Global Media and Communications Policy. Wiley Blackwell. London; Michael, E. J. (2006) Public Policy: The competitive framework. Oxford: Oxford University Press, Esp Chapter 5. 'Market failure and intervention'; Puppis, Manuel. Media Governance: A New Concept for the Analysis of Media Policy and Regulation Communication, Culture & Critique 3 (2010) 134-149; Richards, E., Foster, R. and Kiedrowski, T. (eds) (2006) Communications: The Next Decade. A Collection of Essays prepared for Ofcom; Satola, D. (2007) 'Legal Aspects of Internet Governance Reform' Information Polity, 12(1/2): 1570-1255; Stein, L. (2004) 'Understanding Speech Rights: Defensive and empowering approaches to the First Amendment', Media Culture and Society, 26(1): 103-120; Tambini, D. (2009). Transformation of the Public Sphere: Law, Policy and the Boundaries of Publicness. In: Mediating Europe. Jackie Harrison and Bridget Wessels, eds. Berghahn Books New York, 2009. p 47-72; Tambini, D., Leonardi, D. and Marsden, C. (2008) Codifying Cyberspace. Self regulation in Convergent Media, London: Routledge.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MC425 Half Unit Not available in 2017/18
Interpersonal Mediated Communication

This information is for the 2017/18 session.
Teacher responsible: Dr Ellen Helsper TW2.7.01E
Availability: This course is available on the MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Students are asked to write a short personal statement on LSE for You indicating why they want to take this course. Whist we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: Communication media have been blamed for a breakdown of social relationships and have simultaneously been hailed as powerful social tools that can connect people from all walks of life. This course addresses the ways in which interpersonal relationships and communication are influenced by mediation. The aim of this course is to provide students with a critical understanding of mediated communication within small groups and dyadic relationships. The course examines the influence of media on three key fields of interpersonal interaction which are identified as personal, social and professional communication. The first half of the course addresses the history of media in interpersonal communication as well as general interpersonal communication and relationship theories. The second half looks in more detail at how the interaction between media and interpersonal communication has been studied in relation to the cross-cutting themes of privacy/trust, isolation/socialisation and multi-modality. These central concepts of the course are reflected upon through theories of social norms, affordances, social capital and supplementation/substitution, and discussed from the perspective of different disciplinary and methodological paradigms. Application of theory to practitioner and policy examples will give students the tools to understand what the practical implications are of the ways in which these different paradigms suggest that interpersonal communication processes vary depending on the type of platform this communication takes place on as well as the type of relationship that is under investigation and the context in which this relationship develops. As a result of the course the students will be able to evaluate the weaknesses and strengths of the theories that aim to explain apparently contradictory observations about the practise of interpersonal mediated communication. This can be applied to professional areas such as User Experience Design, intra-organisational communication, moderation and regulation of social media and discussion forums.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: All students are expected to complete advance reading, participate in the creation of a course wiki, prepare seminar presentations, and submit one essay of 1,500 words.
Indicative reading: Anderson, J. A. & Meyer, T. P. (1988). Mediated Communication. Newbury Park, CA: Sage; Baym, N.K. (2016) Personal Connections in the Digital Age. Oxford (UK): Polity Press; Burke, P. & Briggs, A. (2001). A Social History of the Media. Cambridge: Polity Press; Hartley, P. (1993). Interpersonal Communication. London: Routledge; Joinson, A. (2003). Understanding the psychology of Internet behaviour. Virtual Worlds, Real Lives. Palgrave: New York; Joinson, A.N., McKenna, K., Postmes, T. & Reips, D. (2009) The Oxford Handbook of Internet Psychology. Oxford: Oxford University Press; Kovarik, B. (2016) Revolutions in Communication. London (UK): Bloomsbury. Kraut, R. Galegher, J., Fish, R., & Chalfonte, B. (1992). Task requirements and media choice in collaborative writing. Human Computer Interaction, 7(4), 375-407; Lea, M., Spears, R., & de Groot, D. (2001). Knowing me, knowing you: Anonymity effects on social identity processes within groups. Personality and Social Psychology Bulletin, 27(5), 526-537; Solomon, D. & Theiss, W. (2013) Interpersonal Communication: Putting theory into practice. Hove, UK, Routledge; Walther, J. B., Anderson, J. F., & Park, D. W. (1994). Interpersonal Effects in Computer-Mediated Interaction - a Metaanalysis of Social and Antisocial Communication. Communication Research, 21(4), 460-487; Whitty, M.T. & Joinson, A. (2009) Truth, Lies and Trust on the Internet (pp 97-108). Hove, UK: Routledge; Yee, N., & Bailenson, J. (2007). The Proteus Effect: The effect of transformed self-representation on behavior. Human Communication Research, 33(3), 271-290.
Assessment: Essay (100%, 3000 words) in the ST.

MC426 Half Unit
Film Theory and World Cinema

This information is for the 2017/18 session.
Teacher responsible: Dr Shakuntala Banaji TW2.7.01F
Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: This course is designed to enable a consistent, informed and plausible reading of popular film representations, discourses and cultures of consumption in specific geopolitical contexts. Introducing theories from the humanities and the social sciences, lectures offer alternative approaches to theorising sexuality, gender, race, class, religion, national identity, childhood, history and politics in popular commercial films and their interpretation by audiences. The impact of unequal power relations - on how representations are reproduced, spectatorship is theorised and censorship policies are formulated - will be demonstrated and analysed. While the course offers a particular focus on Bollywood, Hindi commercial cinema, as an example of World cinema, it refers more widely to examples from other National Cinemas such as those of China, Korea, Australia, Spain and Iran. A key learning method is the extensive interrogation of

audiovisual materials. To this end, there will be five film screenings alongside the lectures and seminars. Additionally, films referred to on the course will be made available through the library or can be downloaded and watched from popular film sites on the internet.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 5 three-hour film screenings in the MT.
Formative coursework: All students are expected to complete advance reading, participate in moodle forums, present in seminar discussions, attend 5 film screenings and submit one essay of 1,500 words.
Indicative reading: Banaji, S. (2006) Reading 'Bollywood': The Young Audience and Hindi Film, Basingstoke: Palgrave-Macmillan; Barker, M. and Brooks, K. (1998) Knowing Audiences: Judge Dredd - its friends, fans and foes. Luton: University of Luton Press; Dudrah, R. & Desai, J. (Eds) (2008) The Bollywood Reader, London: McGraw Hill; Hjort, M. & Mackenzie, S. (2002) (eds), Cinema & Nation London: Routledge; Gledhill, C. and Williams, L. (2000) (Eds) Reinventing Film Studies, London: Arnold; BFI Publishing; Jancovich, M. (2002) Horror: The Film Reader, London: Routledge; Lury, K. (2010) The Child In Film: Tears, fears and fairytales. London IB Tauris; Och, D and Strayer, K. (2013) Transnational Horror Across Visual Media. London and New York: Routledge; Stam, R. (2000) Film Theory: An Introduction. Malden, Massachusetts & Oxford: Blackwell Publishers; Thornham, S. (ed) (1999), Feminist Film Theory: a reader, New York: New York University Press; Turner, G. (1999, third edition) Film as Social Practice, London and New York: Routledge; Tapper, R. (ed) (2003). The New Iranian Cinema: Politics, Representation and Identity London: I.B. Tauris. Vitali, V. and Willemen, P. (eds) (2006) Theorising National Cinema London: BFI.
Assessment: Essay (100%, 3000 words).

MC427 Half Unit Not available in 2017/18
Digital Media Futures

This information is for the 2017/18 session.
Teacher responsible: Dr Alison Powell TW3.7.01J
Availability: This course is available on the MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance) and MSc in Media and Communications (Research). This course is available as an outside option to students on other programmes where regulations permit. In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whist we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: This course provides an historical, theoretical and methodological basis through which to assess the social and cultural transformations related to digital media infrastructures and related social practices. It focuses on the materiality and affordances of new media, as well as on the social transformations that have co-evolved, including open source media production practices and peer to peer organizing practices. It critiques and questions the assumptions about the transformation of social and cultural life but also attempts to help students develop conceptual strategies beyond critique. A central focus of the course will be the claims made about the implication for collaborative work and culture of the qualities of digital data, considered through topics including but not limited to: peer to peer and open source cultural movements, the political economy and ecology of digital media, the politics of algorithms, remembering and forgetting, as well as the shift towards 'data as media' and its implications for media publics and media power. Students will be invited to consider the broader contexts of all of these media futures, including those related to policy and governance.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will complete a 1,500 word formative essay based on a case study. They will also receive formative feedback on class participation and on participation in creating a shared, online 'Encyclopedia of Media Futures' modelled on Wikipedia.
Indicative reading: Marvin, Carolyn (1989) When Old Technologies Were New. Cambridge: MIT Press. Chun, Wendy Hui Kyong and Thomas Keenan (2006) New Media, Old Media: A History and Theory Reader. London: Routledge. Gauntlett, David (2010) Making is Connecting. London: Polity Books. Hayles, N. Katherine (1999) How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics. Chicago: University of Chicago Press. Kitchin Rob and Dodge, Martin (2011) Code/Space: Software and Everyday Life. Lukers, Kristin (2007) Salsa Dancing into the Social sciences: Research in an age of info-glut. Cambridge, MA: Harvard University Press. Turner, Fred (2005) "Where the Counterculture Met the New Economy: The WELL and the Origins of Virtual Community." Technology and Culture 46: 485-512. Turkle, Sherry (2011) Alone Together: Why We Expect More from Technology and Less from Each Other. New York: Basic Books. Vaidhyanathan, Siva (2008) The Googlization of Everything (And why we should worry). Berkeley: University of California Press.
Assessment: Essay (100%, 3000 words) in the ST.

MC428 Half Unit
Media Culture and Neoliberalism in the Global South

This information is for the 2017/18 session.
Teacher responsible: Dr Wendy Willems TW3.7.01G
Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Course content: This course offers a comparative perspective on changing national media cultures in the global South in the context of the neoliberal turn. The course not only considers neoliberalism as a crucial factor that has brought media industries such as private broadcasting stations and mobile phone companies into existence but also examines the extent to which these new forms of media have played a role in reproducing neoliberalism as a process, it aims to offer an understanding of how shifting economic policy regimes have impacted on the way in which people engage with media and how media engage with people in the global South. The first part of the course introduces the key concepts of 'media culture', 'neoliberalism' and 'global South' which will be deployed throughout the course. The second part of the course discusses how key processes of social change in the global South are linked to changing media cultures, including the commodification of national imaginaries, informality, crime and the rising middle class, religion and the prosperity gospel, self-help media and the neoliberal subject, and mobility and social relations. The course examines these themes through a series of empirically-grounded, mostly ethnographic case studies that include sport in Chile, popular video in Nigeria, reality television in India, crime and media in South Africa and India, Pentecostal media in Ghana, mobile phones in China and the Philippines, and plastic surgery in South Korea. The course encourages students to critically evaluate the extent to which the three key concepts in the course are helpful in gaining an understanding of changing media cultures in the global South.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will complete a formative 1,500 word essay based on a case study, usually submitted in LT7.

Indicative reading: Askew, K. and R. R. Wilk (2002) (eds.). The anthropology of media: a reader. Oxford: Blackwell; Comaroff, J. and J. L. Comaroff (2001). Millennial capitalism and the culture of neoliberalism. Durham, NC: Duke University Press; Comaroff, J. and J. L. Comaroff (2012). Theory from the south, or, how Euro-America is evolving toward Africa. Boulder, CO: Paradigm Publishers; Ginsburg, F. D., Abu-Lughod, L. and B. Larkin (2002) (eds.). Media worlds: anthropology on new terrain. Berkeley, CA: University of California Press; Murphy, P. D. and M. M. Kraidy (2003). Global media studies: ethnographic perspectives. London: Routledge; Prashad, V. (2013). The poorer nations: a possible history of the global South. London: Verso.
Assessment: Essay (100%, 3000 words) in the ST.

MC429 Half Unit Not available in 2017/18
Humanitarian Communication: vulnerability, discourse and power

This information is for the 2017/18 session.
Teacher responsible: Prof Syragoula Chouliaraki TW2.7.01D
Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and USC), MSc in Media, Communication and Development and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Today more than ever, images and narratives of vulnerable people in zones of disaster, violence and conflict routinely populate everyday lives in the West. Taking our starting point on these images and narratives produced by a number of actors (NGOs, journalists, citizens, militants or regular armies) and appearing in a large number of digital platforms (NGO websites, news networks, social media and celebrity advocacy), we explore the changing practices of humanitarian communication in the 21st century – broadly understood to encompass disaster communication and conflict reporting (but also increasingly human rights appeals). We do so by addressing questions such as: What are the histories of humanitarian communication? How is it changing today and why? What are the tensions and dilemmas that organizations face as they struggle to communicate the plight of distant others? What kind of politics of visibility and voice is played out in the mediation of distant suffering? Which ethical norms inform the digital narratives and spectacles of vulnerable others in those zones? And finally, which are the challenges of 21st century humanitarian communication and can we do it better?
To explore these issues, the course adopts an interdisciplinary and case-based approach that enables students both to debate the theoretical links between vulnerability, discourse and power and to reflect on concrete examples of the communication of humanitarian messages and conflict news today. The course consists of three parts: the politics of mediating distant suffering; humanitarian communication in disaster zones; conflict reporting in 'humanitarian' wars.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
All students are expected to complete advance reading, prepare reading-based seminar presentations, and submit one essay of 1,500 words.
Indicative reading:
1. Boltanski L. (1999) Distant Suffering: Morality, Politics and the Media, CUP
2. Barnett M. and Weiss T. (2008) Humanitarianism in Question. Politics, Power, Ethics Cornell University Press
3. Chouliaraki L. (2013) The Ironic Spectator. Solidarity in the Age of Post-humanitarianism Cambridge: Polity
4. Cohen, S. (2001). States of Denial: Knowing about Atrocities and Suffering, London: Polity
5. Richey, LA and Ponte, S (2011). Brand Aid Shopping Well to Save the World, University of Minnesota Press
6. Hoskins A. and O'Loughlin B. (2010) War and Media Cambridge: Polity
7. Butler J. (2009) Frames of War London: Verso
Assessment: Essay (100%, 3000 words) in the MT.

MC430 Half Unit
Data in Communication and Society

This information is for the 2017/18 session.
Teacher responsible: Dr Alison Powell TW3.7.01J
Availability: This course is compulsory on the MSc in Media and Communications (Data and Society). This course is available on the MPhil/PhD in Data, Networks and Society. This course is not available as an outside option.
Course content: This course investigates the significance of data in communications, social and cultural life. It introduces core theoretical perspectives on data and information from a social scientific perspective, and outlines research approaches that take account of the contemporary influence of data within communication and society. The course begins with the social history of data, providing a strong baseline from which to analyse the contemporary position of data. The course will provide students with conceptual tools that will help unpack the logic of data, and train them to critically analyse phenomena such as big data, algorithmic regulation and augmented civic space. Its focus on contemporary issues allows an investigation of the politics and culture of data production, and the use of data as evidence in a range of fields including politics, advocacy and audience research. Some of the questions addressed through the course include: Who owns data? Who makes data? Who makes sense of data? Is data public or private? How do different actors get access to data? How is data protected and regulated? What significance do new analysis methods have for the influence of data? These and other questions reflect the course's focus on developing a critical account of how data is implicated in the structures that shape social life. How does culture both rely upon and push back against data-based communication?
Teaching: 10 hours of lectures and 10 hours of classes in the MT.
Formative coursework: Students will be expected to produce 1 presentation (group project, student-led session) in the MT, along with written formative work.
There are two options for written formative coursework on this course.
Students can choose:
EITHER a 1500 word essay
OR a 1000 word proposal for case analysis and recommendation
Indicative reading: Beer, D., & Burrows, R. (2013). Popular culture, digital archives and the new social life of data. Theory, Culture & Society 30(4), 47-71. Boyd, D., & Crawford, K. (2012). Critical questions for Big Data: Provocations for a cultural, technological, and scholarly phenomenon. Information, Communication & Society 15(5), 662-679. Cheney-Lippold, J. (2011). A new algorithmic identity: Soft biopolitics and the modulation of control. Theory, Culture & Society 28(6), 164-181. Gitelman, L., ed. (2013). 'Raw Data' is an Oxymoron. Cambridge, MA: MIT Press. Kitchin, R. (2014). The Data Revolution: Big Data, Open Data, Data Infrastructures and their Consequences. London: Sage. Lyon, D. (2014). Surveillance, Snowden, and Big Data: Capacities, consequences, critique. Big Data & Society 1(2), 1-13. Mahrt, M., & Scharkow, M. (2013). The value of big data in digital media research. Journal of Broadcasting & Electronic Media 57(1), 20-33. Russell Neuman, W., Guggenheim, L., Mo Jang, S., & Bae, S. Y. (2014). The dynamics of public attention: Agenda-setting theory meets Big Data. Journal of Communication 64(2), 193-214. Tufekci, Z. (2014). Engineering the public: Big Data, surveillance and computational politics. First Monday 19(7). http://firstmonday.org/ojs/index.php/fm/article/view/4901/4097. Vaidhyanathan, S. (2006). Afterword: Critical Information Studies: A Bibliographic Manifesto. Cultural Studies 20(2-3): 292-315.
Assessment: Assessment path 1

Essay (100%, 3000 words) in the LT.
Assessment path 2
Project (100%, 3000 words) in the LT.
There are two options for summative assessment on this course. The project comprises of a case analysis and recommendation:
1 Description of case
2 Analysis
3 Recommendations
4 Theoretical and normative contextualization
Case study analysis and recommendation: Students choose a current data-related product, service or use case, providing an analysis of how data are theoretically constructed, valued, managed and conceived within the project, using relevant theoretical material. The case study must identify an area of ethics, governance or social justice that this product, service or use case could improve, and provide a concrete set of recommendations, grounded in the existing theoretical, historical and empirical literature. This analysis and recommendation will be accompanied by a critical reflection that highlights the theoretical and normative aspects of the case, your analysis and your recommendation. This section should be grounded in the relevant theoretical material.

MC431 Half Unit
Critical Approaches to Strategic Communications

This information is for the 2017/18 session.
Teacher responsible: Dr Lee Edwards, TW3.7.01.B
Availability: This course is compulsory on the MSc in Strategic Communications. This course is not available as an outside option.
Course content: This course provides an advanced understanding of theoretical knowledge in the field of media and communication as this relates to strategic communications. Topics covered include: the context, opportunities and challenges of strategic communications; structures of strategic communications, especially as these relate to promotional culture in the context of media and communications' advance in and across public institutions; and discourses of strategic communications, especially as these relate to soft power, framing and priming. In addition, the course introduces and interrogates the concepts and practices of branding, social marketing, risk management and reputation, and the merging of political and strategic communication, especially in digital media environments. The course concludes by raising questions of accountability and transparency in strategic communications.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 x 1,500 word essay in the MT.
Indicative reading: Bakir, V. Sousveillance, media and strategic political communication. Continuum (2010); Webster, JG. The marketplace of attention: how audiences take shape in a digital age. MIT Press (2014); Corner, J, Pels, D. Media and the restyling of politics: consumers, celebrity and cynics. Sage (2003); Barnet-Weiser, S. Authentic TM: The politics of ambivalence in a brand culture. NYU Press (2012); Macnamara, J. Journalism and PR: unpacking 'spin', stereotypes and media myths. Peter Lang (2014); Bennett, LW, Entman, RM (eds). Mediated politics - communication in the future of democracy. Cambridge University Press (2001); Davis, A. Promotional cultures: the rise and spread of advertising, public relations, marketing and branding. Polity (2013); Nye, J. Soft power:the means to success in world politics. Public Affairs (2004); Miller, D. A century of spin: how public relations became the cutting edge of corporate power. Ann Arbor (2008). Miskimmon, A, O'Loughlin, B, Roselle, L. Strategic narratives: communication power and the new world order. Routledge (2014);
Assessment: Essay (70%, 2500 words) in the LT.
Project (20%, 1000 words) and presentation (10%) in the MT.

MC432 Half Unit
Strategic Communication in Practice: Professional Perspectives

This information is for the 2017/18 session.
Teacher responsible: Dr Lee Edwards, TW3.7.01.B
Availability: This course is compulsory on the MSc in Strategic Communications. This course is available on the MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whist we do our best to accommodate all requests, we cannot guarantee you a place on this course.
Course content: This course will be delivered by leading industry practitioners in order to facilitate a cross-fertilisation between professional experience, academic perspectives and public debates and research in this emerging field. The lecturers will be experts from a wide range of sectors, including the corporate sector, such as global media industries and e-commerce; the not-for-profit sector such as global NGOs, the voluntary sector, government and official regulators; and critics from the media and journalism. The course will culminate in a practical presentation from teams of students of their own campaigns, which will be judged by a panel of experts and their peers. As an illustration, the range of speakers and topics could include: Global media industries: communicating with diverse global audiences; Promoting e-commerce; Global NGOs: fundraising and getting noticed; the role of information in military campaigning; Government communications strategy; Regulation: Accountability and controversy.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 x 1,500 word essay in the LT.
Indicative reading: Cornelissen, J. Corporate communication: A guide to theory and practice. Sage. 2014; Crisis communication and terrorism: the Norway attacks on 22 July 2011. Corporate Communications. 19(1): 52063. 2014; Herring, E & Robinson P. Report X Marks the Spot: the British Government's Deceptive Dossier on Iraw and WMD. Political Science Quarterly, 129(4): 551-583; Macnamara, J & Zerfass, A. Social Media Communication in organisations: the challenges of balancing openness, strategy and management. International Journal of Strategic Communication, 6(4): 287. 2012; Taylor, PM. British Propaganda in the 20th Century: Selling Democracy. Edinburgh University Press. 2007; Aronczyk, M and Powers, D. Blowing Up the Brand. Peter Lang. 2010; Wiggill, M.N. Strategic communication management in the non-profit secor: a simplified model. Journal of Public Affairs. 11(4): 226-236. 2011.
Assessment: Essay (50%, 2000 words) in the ST.
Project (40%, 1000 words) and presentation (10%) in the LT.

MC433 Half Unit
Technology and Justice

This information is for the 2017/18 session.
Teacher responsible: Dr Seeta Gangadharan TW2 7.01I
Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission

as an outside option to students on other programmes where regulations permit.
Pre-requisites: Apply by answering a few questions during Course Choice.
Course content: This course addresses questions of justice and inequity in relation to communication technologies of the 20th and 21st centuries. It begins with two premises: 1) communication technologies are critical in shaping the conditions for individual and collective self-government, and 2) policies that regulate such technologies influence the nature of democracy and inclusion in society today. The course engages historical perspectives, normative theories of justice and democracy, and legal theories of technology and innovation to assess the power of communication technologies and consider their costs and benefits to historically marginalized groups. In so doing, this course questions the adequacy of regulation in the development and deployment of technologies which exacerbate existing social, political, and economic divides, on the one hand, or address or alleviate such divides, on the other. The course will primarily focus on histories and contexts of marginalized groups in the United States and the Global South.
The first part of the course will introduce students to the theoretical and historical frameworks for the course and concentrate on mass communication technologies of the 20th century, such as print and broadcasting, and policy debates highlighting issues of justice and inequity. The second part of the course will centre on digital communication technologies in the late 20th and early 21st centuries and examine the intersection between networked communication, justice, and rights in historically marginalized communities. The third part will investigate innovations in automated technologies with respect to redistribution and recognition, issues core to the notion of social justice. By the end of the course, students will be able to evaluate differences between justice-based and rights-based approaches, explore the nature of digital inclusion, and compare the nature of communication inequalities across technologies.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
The formative essay will consist of an annotated outline (of approximately 1000-1200 words), which will form the basis of the summative essay, and a reflective supplement (300-500 words) that asks students to comment on what they learned from the process.
Indicative reading: Cyril, M. A. (2005). Media and marginalization. In R. McChesney, R. Newman, and B. Scott (eds.). The future of media: Resistance and reform in the 21st century (pp. 97-104). New York: Seven Stories Press. D'Arcy, J. (1969). Direct broadcast satellites and the right of man to communicate. EBU Review 118:14-18. Gandy, O. H. (2009). Rational discrimination. In Coming to terms with chance: Engaging rational discrimination and cumulative disadvantage. Farnham, VT: Ashgate, pp. 55-76. Kleine, D. (2013). State ICT policies in practice: E-procurement. In Technologies of choice? ICTs, development, and the capabilities approach. Cambridge, MA: MIT Press, pp. 163-200. Lessig, L. (1999). Code and other laws of cyberspace. New York: Basic Books. Rawls, J. (1971). Justice as fairness. In A theory of justice. Cambridge, MA: Belknap Press of Harvard University Press, pp. 3-40. Sen, A. (1999). Development as freedom. New York: Knopf. Silverstone, R. (2007). Hospitality and justice. Media and morality: On the rise of the mediapolis. London: Polity Press, pp. 136-161. Sunder, M. (2012). Fair culture. In From goods to a good life: Intellectual property and global justice. New Haven, CT: Yale University Press, pp. 82-10. Young, I. M. (2000). Inclusion and democracy. Oxford: Oxford University Press.
Assessment: Presentation (30%) in the MT.
Essay (70%, 3000 words) in the LT.

MC434 Half Unit
Digital Platforms and Media Infrastructures: Societal Issues

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Christophe Plantin, TW3.701.i
Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research) and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.
Pre-requisites: No pre-requisites
Course content: This course analyses digital platforms through their complex interactions with existing media infrastructures that organise the circulation of media, knowledge and information in society, through a process we present as "platformisation." It relies on key readings in media & communications studies and on contemporary examples of digital media platforms to provide an historical account on the rise of platforms, to analyse their material properties, and to reflect on the social and political consequences of their increasing use alongside existing media infrastructures. It provides students with both theoretical and empirical resources to critically assess the complexity of media transformations induced by platforms.
Students will explore the multiple facets of this process, by critically analysing how platforms replace, conflict with, or influence existing media infrastructures, and what are the social, political and epistemological consequences of these tensions. This focus on the relations between existing and emerging media configurations will invite students to investigate how platforms constitute ubiquitous media in everyday life, and how they increasingly shape communication, knowledge production, circulation of data, online participation and mobility.
The first part of the course will introduce the theoretical framework, based on media and communications scholarship analysing the rise of platforms through their relations to existing media infrastructures. The second part illustrate these interactions through case studies, for example social media platforms and news production, platforms data used for scientific research, or geolocated platforms for urban mobility. The third part addresses current social debates around platformisation: such as the transformation of online participation, new forms of platform-based activism and citizenship, and the alternatives to corporate platforms in access to knowledge.
At the end of the course, students will be able to critically assess what platformisation is and to identify the challenges platforms bring in terms of access to communication, knowledge and democratic life.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: -EITHER a 1,500-word formative essay on current theoretical debates around media platforms and society.
-OR a 1,500-word proposal for a case study analysis of a media platform.
Indicative reading:
- Bucher, Taina. 2013. "Objects of Intense Feeling: The Case of the Twitter API: Computational Culture." Computational Culture. 3. http://computationalculture.net/article/objects-of-intense-feeling-the-case-of-the-twitter-api.
- Gillespie, Tarleton. 2010. "The Politics of 'platforms.'" New Media & Society 12 (3): 347–64.
- Helmond, Anne. 2015. "The Platformization of the Web: Making Web Data Platform Ready." Social Media + Society 1 (2) http://sms.sagepub.com/content/1/2/2056305115603080.full
- Langlois, Ganaele, and Greg Elmer. 2013. "The Research Politics of Social Media Platforms." Culture Machine 14 (0). http://www.

culturemachine.net/index.php/cm/article/view/505.
• van Dijck, José, and Thomas Poell. 2013. "Understanding Social Media Logic." Media and Communication 1 (1): 2–14.

Assessment: Essay (100%) in the ST.

Final summative essay (100%)

-EITHER (1) a 3,000-word essay on current theoretical debates around media platforms and society. Five questions, addressing key issues around the topic, will be distributed in advance, and this essay will constitute a response to one of them.

-OR (2) a 3,000-word case study analysis of a current media platform. It will consist of a detailed investigation of a digital platform, using relevant literature and original research design to contribute to the general analysis of the platformisation of social life.

MC435 Half Unit

Disruptive Digital Worlds: Competing Economic and Political Economy Explanations

This information is for the 2017/18 session.

Teacher responsible: Prof Robin Mansell TW3.7.01B

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society) and MSc in Media and Communications (Media and Communications Governance). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Two important trends are expected to influence the world economy over the next decade - rising income and wealth disparity and increasing dependency on digital systems. This course will help students to understand responses to these developments. There is little agreement about the consequences of high levels of digital industry concentration, job losses due to artificial intelligence, whether citizens and consumers can control their digital environment, or how to respond. For some, digital transformation is a welcome sign of progress; for others, it brings the risk of threats. Growing dependency on digital platforms, automation, the Internet of Things, online monitoring, and big data analytics, is often depicted as inevitable and as a sign that market reform is needed, or it is claimed that radical change is needed to protect citizens and consumers. Examples of failures to protect citizens/consumers abound in everyday life, e.g. compromised bank accounts, large breaches in the security of social media user data, and the release of mobile operator customer records. Students will learn about the differences between free market (neoclassical), market reform (institutional) and political economy theories of disruptive digital transformation. They will learn how to critically read and interpret the claims of companies, policy makers and citizen advocacy groups and the claims in the academic literature and the popular and trade press. Using case examples, students will compare and contrast the questions asked and the assumptions made in several approaches to disruptive innovation and transformation in the digital world and the consequences of the different approaches.

Examples will come from the history of, and expectations about, the future of digital platforms, social media and mobile services. What does it mean to claim that everyone has to adapt to rapid change? How do different theories explain the link between rising inequality and the role of digital technologies? What do stakeholders – large companies, governments, citizen advocacy groups – lobby for and why? Why does it matter whether mergers happen, which standards or rules and norms are set, how the radio spectrum is used, which commercial strategies are in place, and whether it is feasible to enforce legislative provisions intended to enable user consent over the use of data? Who, if anyone, has the power to change contemporary trends in the digital world if the goals are to achieve greater equity and more inclusive socio-economic outcomes as well as the preservation of human dignity?

Teaching: 10 hours of lectures and 10 hours of seminars in the LT. The provisional outline of lecture topics for 2017-2018 is the following:

Week 1: Introduction: Why Digital Disruption Matters
Week 2: Digital Transformation History and Future Expectations - Three Perspectives
Week 3: Digital Platforms Everywhere - What They Do and Why it Matters
Week 4: Old Media Industries and New Big Players - Business Strategies, Structural Changes and Mergers
Week 5: Standards and Why They Matter
Week 6: (reading week - students will receive support for the preparation of their team projects and presentations)
Week 7: Case 1: Artificial Intelligence, Automation and Employment
Week 8: Case 2: Broadband Strategies - Challenges of Catching Up
Week 9: Case 3: Audio-visual Digital Transformation
Week 10: Case 4: Mobile Service Digital Transformation
Week 11: Conclusion: Comparing and Contrasting Market-led, Market-Reform and Political Economy Perspectives on Digital Transformation

Formative coursework: Students will be expected to produce 1 essay, 1 project and 1 presentation in the LT.

Essay: All students will submit a 1,500 word essay on a topic selected from a list of topics. addressed to issues raised in the academic literature. Formative essay due end of Week 7, written feedback end of week 9.

Team Project: Teams will be created in Week 3. Each Team will submit a collaborative 500 word Project Plan, receiving written and oral feedback by the end of Week 5. Topics will be selected from a list and modified by students in agreement with the course convenor.

Presentation: Students will receive oral feedback on their presentation skills and on the strengths and weaknesses of the Team Project presentation as well as individual advice on choosing a related topic for the critical case reflection summative course work. This feedback will be provided no later than the Monday following the seminar presentation.

Indicative reading: Atkinson, A. B. (2015) Inequality: What can be done? Cambridge, MA: Harvard University Press. Bauer, J. M. (2016) Inequality in the information society. Quello Center Working Paper, Michigan State University. David, P. A. and Steinmueller, W. E. (1996) 'Standards, trade and competition in the emerging global information infrastructure environment'. Telecommunications Policy, 20(10): 817-830. De Prato, G., Sanz, E., and Simon, J. P. (2014) Digital media worlds - the new economy of media. Basingstoke: Palgrave Macmillan. Freeman, C. and Soete, L. (1997) The economics of industrial innovation, Third edition. London: Pinter. Freeman, C. (2007) 'The ICT paradigm'. In R. Mansell, C. Avgerou, D. Quah and R. Silverstone (Eds). The Oxford handbook of information and communication technologies, (pp. 34-54). Oxford: Oxford University Press. Jin, D. Y. (2013) De-convergence of global media industries. New York: Routledge. Jorgenson, D. W. and Vu, K. M. (2016) 'The ICT revolution, world economic growth, and policy issues'. Telecommunications Policy, 40: 383-397. Juma, C. (2016) Innovation and its enemies: Why people resist new technologies. Oxford: Oxford University Press. Just, N. and Puppis, M. (Eds) (2012) Trends in communications policy research: New theories, methods and subjects. Bristol: Intellect. Kenney, M., Rouvinen, P., and Zysman, J. (2015) 'The digital disruption and its societal impacts'. Journal of Industrial Competition and Trade, 15: 1-4. Mansell, R. and Steinmueller, W. E. (2000) 'Competing interests and strategies in the information society'. Mobilizing the European information society: Strategies for growth and opportunity, (pp. 8-36). Oxford: Oxford University Press. McChesney, R. W. and Nichols, J. (2016) People get ready: The fight against a jobless economy and a citizenless democracy. New York: Nation Books. McGuigan, L. and Manzerolle, V. (2014) '"All the world's a shopping cart": Theorizing the political economy of ubiquitous media and markets'. New Media & Society, 17(11): 1830-1848. Sindik, A. (2014) 'Standing out in the crowd: How unique are the lobbying patterns of the broadcast and wireless industries?'.

Telecommunications Policy, 38: 1024-1034.
Assessment: Essay (60%, 2000 words) and coursework (40%, 1500 words) in the ST.
Students will submit two pieces of written work for the summative assessment
2000 word essay: the aim of the essay will be to compare and contrast two different theoretical explanations of disruptive digital transformation, selecting a specific empirical example and drawing upon the academic literature. This assessment is linked to the formative essay.
1500 word critical case reflection: Based on the work undertaken within the Team Project, each student will write a critical reflection on the lessons learned about the history or expectations for the development of a digital technology or service and its implications for one or two aspects of society, e.g industry consolidation, employment, monitoring, equality or human dignity. The bibliography supporting this written output will contain at least two academic sources but will also draw upon industry, policy or popular literature. This assessment is linked to the formative project plan and feedback on the project presentation.

MC499
Dissertation: Media and Communications

This information is for the 2017/18 session.
Teacher responsible: Dr Alison Powell TW3.7.01.J and Dr Omar Al-Ghazzi TW2.7.01.C
Availability: This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.
Course content: The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications following the guidelines provided in the MSc Dissertation Guide and the instructions by the School's staff members. The dissertation is usually a combination of theoretical enquiry and original empirical enquiry concerning an issue in the field of media and communications. On rare occasions it is based on a theoretical interrogation. Students are encouraged to select a topic that reflects the content of their MSc programme. In all cases, students must obtain the approval of their supervisor before embarking on any research. The dissertation must be not less than 10,000 words and not more than 12,000 words in length.
Teaching:
MC499.1: Compulsory Teaching and Supervision
MC499.1A
Two lectures in LT for all students.
MC499.1B
(ii) Group Supervision Sessions (three): each supervisor holds group supervision sessions for their supervisees in LT and again in ST.
(iii) Individual Supervision Sessions: ad hoc sessions for each student with their supervisor that can be organised during feedback and consultation hours in LT and ST.
MC499.2: Dissertation Skills – Optional Sessions
MC499.2A
A lecture in LT on dissertation preparation skills (literature reviews, ethics, etc).
MC499.2B
Workshops led by Graduate Teaching Assistants in MT and LT. Places in these workshops are limited, students must attend all sessions in order to keep their place.
Formative coursework: Students are required to submit Ethics Checklist, Literature Review and Dissertation Plans to their supervisor in LT and ST.
Indicative reading: There are no formal reading lists, but students are encouraged to consult departmental handbooks on how to write dissertations.
Assessment: Dissertation (100%, 12000 words).
The dissertation must be submitted in August.

MC4M1 Half Unit
Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Christophe Plantin TW3.7.01.L
Availability: This course is compulsory on the MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is available on the MSc in Gender, Media and Culture. This course is not available as an outside option.
Course content: The aims of the course are to provide students with a general training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.
The course has three components:
i. Principles of Research in Media and Communications: a series of lectures offered by media and communications staff in MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, critical discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.
ii. Principles of Social Research: a series of five three-hour workshops (each comprised of two 1.5-hour sessions) offered by media and communications staff in the LT. Students are required to participate in two of the workshops.
iii. Quantitative Analysis: Students have to take the following course offered by the Department of Methodology: MY451M Introduction to Quantitative Analysis. Please note that this course is compulsory and automatically included in the MC4M1 course. (Students may be permitted to substitute a more advanced Quantitative Analysis course offered by the Department of Methodology in place of MY451, with the approval of the MC4M1 course convenor and subject to timetabling constraints.)
Teaching:
i. Principles of Research in Media and Communications: Lecture (one hour) x 10 MT; Lecture on Writing Methodological Critiques (one hour) x 1 LT.
ii. Principles of Social Research: Workshop (three hours) x 2 LT (each comprised of two separate 1.5 hour sessions).
iii. Quantitative Analysis MY451: Lecture (two hours) x 10 MT and x 1 ST; Computer class (one hour) x 9 MT.
iv. Methodology pilot drop in clinic: Workshop (two hours) x 1 LT and ST.
Formative coursework: i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1,500 words to their supervisors in week 11 of MT.
ii. Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.
iii. Quantitative Analysis: Most statistics courses require weekly assignments
Indicative reading:

- Alasuutari, P. (1995). Researching Culture: Qualitative Method and Cultural Studies. London; Thousand Oaks, Calif: SAGE

Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). Approaches To Media Discourse. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) Media Research Methods. Audiences, Institutions and Texts. New York: Palgrave.
- Bryman, A. (2012). Social Research Methods. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis. London: Hodder Education.
- Flick, U. (1998). An Introduction to Qualitative Research. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Kent, R. (1994). Measuring Media Audiences. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). Visual Methodologies: An Introduction to Researching with Visual Materials. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). Researching Audiences: A Practical Guide to Methods in Media Audience Analysis. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). Doing Qualitative Research: A Practical Handbook. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Exam (20%, duration: 2 hours) in the main exam period.
Coursework (80%, 3000 words) in the ST.

Description of assessment:
1. Coursework: One written assignment of not more than 3,000 words, relating to the combination of Principles of Research in Media and Communications and Principles of Social Research to be submitted in ST Week 1 (80%).
2. A two-hour examination in the ST relating to Quantitative Analysis (MY451M) (20%).
Students have to complete both assessments (written assignment and statistics exam) on this course.
This course confronts you with your own biases; it shows how using different methodologies and ways of observing the world lead to asking different questions and, therefore, different answers and relates this to the ethical and moral implications of doing research.

MC4M2

Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Christophe Plantin TW3.7.01L
Availability: This course is compulsory on the MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1 subject to their own degree regulations and with the agreement of the teacher responsible.

Course content:
i. Principles of Research in Media and Communications: a series of lectures offered by media and communications staff in MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, social network analysis, critical discourse analysis, content analysis, visual analysis, survey design/questionnaires, experiments, ethnography and participant observation, as well as research ethics.
ii. Principles of Social Research: A series of ten three-hour workshops (5 comprised of two x 1.5 hour sessions and 5 comprised of one x 3 hour sessions) offered by media and communications staff in LT. Students are required to participate in all ten workshops.
iii. Quantitative Analysis: Students have to take two statistics courses offered by the Methodology Department: MY451M Introduction to Quantitative Analysis; MY452L Applied Regression Analysis. Please note that these courses are compulsory and automatically included when you register for the standard MC4M2 course. (Students may be permitted to substitute a more advanced course offered by the Methodology Department in place of MY451M and/or MY452L, with the approval of the MC4M2 course convenor and subject to timetabling constraints.)

Teaching:
i. Principles of Research in Media and Communications: Lecture (one hour) x 10 MT; Lecture on Writing Methodological Critiques (one hour) x 1 LT.
ii. Principles of Social Research: Workshop (three hours) x 10 LT.
iii. Quantitative Analysis: MY451M: Lecture (two hours) x 10 MT and x 1 ST; Computer class (one hour) x 9 MT; MY452L: Lecture (two hours) x 10 LT; Computer class (one hour) x 10 LT.
iv. Methodology pilot drop in clinic: Workshop (two hours) x 1 LT and ST.

Formative coursework:
i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1,500 words to their supervisors in week 11 of MT.
ii. Principles of Social Research Workshops: All students are expected to complete advance readings and submit workshop assignments.
iii. Quantitative Analysis: Most statistics courses require weekly assignments

Indicative reading:
- Alasuutari, P. (1995). Researching Culture: Qualitative Method and Cultural Studies. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). Approaches To Media Discourse. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) Media Research Methods. Audiences, Institutions and Texts. New York: Palgrave.
- Bryman, A. (2012). Social Research Methods. Oxford; New York: Oxford University Press.
- Burton, D. (2000). Research Training for Social Scientists: A Handbook for Postgraduate Researchers. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis. London: Hodder Education.
- Flick, U. (1998). An Introduction to Qualitative Research. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). Mass Communication Research Methods. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). A Handbook of Qualitative Methodologies for Mass Communication Research. London; New York: Routledge.
- Kent, R. (1994). Measuring Media Audiences. London; New York: Cengage Learning EMEA.
- Robson, C. (1993). Real World Research: A Resource for Social Scientists and Practitioner-researchers. Oxford: John Wiley & Sons.
- Rose, G. (2012). Visual Methodologies: An Introduction to Researching with Visual Materials. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). Researching Audiences: A Practical Guide to Methods in Media Audience Analysis. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). Doing Qualitative Research: A Practical

Handbook. London; Thousand Oaks, Calif: SAGE Publications Ltd.
Assessment: Exam (17%, duration: 2 hours) and Exam (17%, duration: 2 hours) in the main exam period.
Coursework (66%, 5000 words) in the ST.
Description of assessment:
1. Coursework: One written assignment of not more than 5,000 words to be submitted in ST Week 1 (66%).
2. Two two-hour examinations in ST relating to Quantitative Analysis MY451M and MY452L (see Methodology Department course guides) (34%).

MG401 Half Unit

Operations Management for Management Consultancy

This information is for the 2017/18 session.
Teacher responsible: Prof Richard Steinberg NAB3.08
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: There is a pre-assignment that is due at the first lecture of Lent term 2018. The specification of the pre-assignment will be posted to Moodle on the last day of Michaelmas term 2017. Note that the pre-assignment is compulsory and cannot be accepted late.
Course content: The course covers eight topics: (1) Process Flow Analysis, (2) The Toyota Production System, (3) Inventory Management, (4) Assembly Line Balancing, (5) Project Management, (6) Quality Management for Services, (7) Forecasting, and (8) Scheduling. The course is structured in three parts. Part I is called 'Cases', and is based around a set of 5 readings: three Harvard Business School cases and two articles. Part II is called 'Techniques'. Part III is called 'The Goal', which takes place during the final 2-hour session, and consists of an in-depth discussion of the book, The Goal, by E.M. Goldratt and J. Cox.
Teaching: 16 hours of lectures and 12 hours of seminars in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: In addition to the pre-assignment students will have six assignments throughout the term covering the material in the course, and will be expected to work as a group on each assignment. The problems comprising each assignment will be discussed in the seminar classes, and each student will be individually responsible for answering all the problems for each assignment.
Indicative reading:
(1) Case: 'National cranberry cooperative (abridged)'
(2) Case: 'Toshiba: Ome works'
(3) Case: 'Toyota Motor Manufacturing, U.S.A., Inc.'
(4) Article: 'Controlling variation in health care: a consultation from Walter Shewhart'
(5) Article: 'Monitoring patients using control charts: systematic review'
(6) Book: The Goal, Fourth revised (30th anniversary) edition, E.M. Goldratt and J. Cox, 2014.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG402 Half Unit

Public Management: A Strategic Approach

This information is for the 2017/18 session.
Teacher responsible: Professor Michael Barzelay NAB 3.19
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/ PhD in Management, MSc in African Development, MSc in Development Management, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course develops the perspectives, knowledge, and intellectual skill required for practitioner engagement and excellence in delivering public programs, developing strategy for organisations, and leading a variety of organisational transitions in a public sector context. The principal reference discipline is management, while the teaching case studies involve public sector programs and organisations in many different national settings.
Teaching: 30 hours of lectures in the LT. 3 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Indicative reading: M.H. Moore, Creating Public Value: Strategic Management in Government (1995); H. Mintzberg, Designing Effective Organizations: Structures in Fives (1983); J. Tendler, Good Government in the Tropics (1997); M Barzelay & C Campbell, Preparing for the Future: Strategic Planning in the U.S. Air Force (2003); J Bryson, Strategic Planning for Public and Nonprofit Organizations (2011); RA Heifetz, & RM Sinder Political Leadership: Managing the Public's Problem Solving, (1988), Eugene Bardach, "The Extrapolation Problem: How can We Learn from the Experience of Others?" (2004); Joan E. van Aken, et al, Problem-Solving in Organizations (2007), Victor Bekkers, et. al., Jurian Edelenbos, and Bram Steijn (eds.), Innovation in the Public Sector: Linking Capacity and Leadership (2011); Rebecca Abers and Margaret Keck, Practical Authority (2013).
Assessment: Essay (50%, 2500 words) in the ST.
Essay (15%, 750 words) and case analysis (25%) in the LT.
Class participation (10%).
The assessment for this consists of the following:
A 2,500 word individual essay (50% of overall mark)
A 1,500 word case analysis (25% of overall mark)
A 750 word after action review (15% of overall mark)
Class participation (10% of overall mark)

MG403 Half Unit

Pricing Strategy

This information is for the 2017/18 session.
Teacher responsible: Prof Om Narasimhan NAB5.06
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management and Strategy, MSc in Marketing and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The content of the course is organised into two principal modules: (1) pricing strategy and fundamentals and (2) pricing tactics and implementation. The first module of the course covers the fundamental analytical tools, theories, and conceptual frameworks needed for price strategy formulation.

Basic principles from marketing, economics, and psychology will be briefly reviewed and extended. The module provides an in-depth treatment of the role of price in the firm's value proposition to the customer and the determination of customer response to price. The second module of the course covers pricing tactics and opportunities for achieving price customisation. Our focus shifts from setting the overall price level to making customer-specific or segment-specific pricing decisions. Topics include price promotions, lifetime value, and price customisation.
Teaching: 30 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
This will be in the form of a sample exam.
Indicative reading: The Strategy and Tactics of Pricing: A Guide to Growing More Profitably (2010): Nagle, Hogan, and Zale, Prentice Hall. Pricing Information: How to customize both the product and the price (1998): Carl Schapiro and Hal Varian, Harvard Business School Chapters. How to Fight a Price War (2000): Akshay Rao, Mark Bergen, Scott Davis, Harvard Business Review. Is it time to rethink your pricing strategy? (2012): Andreas Hinterhuber and Stephan Liozu, Sloan Management Review. Pricing as a Strategic Capability (2002): Mark Bergen, Shantanu Dutta, Mark Ritson, Sloan Management Review
Assessment: Exam (60%, duration: 3 hours) in the main exam period.
Project (30%, 2500 words) in the LT.
Class participation (10%).
The examination will be an open book exam.

MG404 Half Unit
Consumer Insights I: Behavioural Fundamentals

This information is for the 2017/18 session.
Teacher responsible: Dr Heather Kappes NAB5.04
Availability: This course is compulsory on the MSc in Marketing. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: For many companies, non-profit organisations, and political figures, success relies on understanding the "consumers." What is it that they really want, and why? What information will they attend to, and what will they ignore? How do they make decisions, why do they sometimes make bad ones, and how can we help them make better ones? It can be tempting to answer these questions intuitively, based on your own experiences as a consumer. However, intuitions about human psychology are often wrong.
The aim of this course is to enable students to identify the major theories of consumer behaviour, and to apply these theories to understand behaviour at all stages of the consumer experience.
Topics include:
- Chronic and temporary sources of customer needs, desires, and motivations
- How customers search for information, acquire, and process information
- How customers allocate attention and how to attract it
- Customer decision-making processes, and the heuristics and biases that play a role
- The formation of attitudes and intentions, and processes for persuasively changing them
- Social influences on intentions and behaviour, including unconscious determinants
- Why intentions are or are not translated into behaviour, and what strategies can be used to narrow the intention-behaviour gap.

Teaching: 30 hours of lectures in the MT.
Formative coursework: Formative feedback will be provided on a plan/rough draft (1000 words) of the essay.
Indicative reading: Consumer Behavior, 6th edition. Hoyer, MacInnis, & Pieters. South-Western Cengage Learning, 2010; Consumer Behavior: Science and Practice. Kardes, Cronley & Cline. South-Western Cengage Learning. Influence: The Psychology of Persuasion. Cialdini, Robert. Collins Business, 2006.
Further references, especially for journal articles and HBS case studies, will be provided at the commencement of the course.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 2000 words) in the LT.

MG405 Half Unit Not available in 2017/18
Behavioural Decision Science

This information is for the 2017/18 session.
Teacher responsible: Dr Barbara Fasolo NAB 3.15
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management Science (Decision Sciences). This course is available as an outside option to students on other programmes where regulations permit.
This course is available as an outside option to students on all Management and LSE post-graduate programmes where regulations permit, and is complementary to other behavioural courses offered at LSE particularly MG455.
This course will be capped to 40 students.
Pre-requisites: It is an advantage to have had an introductory quantitative course in Mathematics or Statistics.
It is an advantage to have had an introductory social science course, in one of these fields: economics, management, psychology or sociology.
Course content: This course introduces students to the fascinating field of behavioural science from a decision making perspective.
This course develops your ability to understand the world from a "behavioural" lens, and predict and influence positive behaviour change and choice architecture. The aim is for you to become a mindful "choice architect".
The course is run in seminars, designed for aspiring behavioural insight experts. We will explore a selection of current research topics relevant to "nudging", debiasing and choice architecture. You will read pre-assigned scientific articles before the seminar, and in the seminar work as a group on strengths, limitations and implications of these concepts across a number of domains. Topics will include: Choice Architecture and Behavioural Change; Heuristics and Biases, Adaptive Decision Making, Debiasing. Because behavioural science started in the lab, the course includes a visit to the Behavioural Research Lab, to give you the experience (as researcher and participant) of what is behind the scenes of 'behavioural science and insights'.
This is a course for students with a strong passion for behavioural science and a keen interest in the psychology of decision making and behaviour change. The course is also a natural compleme to MG455, which provides the foundation of behavioural decision making theories.
Teaching: 18 hours of seminars and 2 hours of seminars in the MT.
Students will have 1 seminar session in the Behavioural Research Lab.
A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Students will be expected to produce 1 essay in the MT.
A 500-word plan for the individual summative assessment (introduction to problem and to intervention chosen, with a brief outline of proposed literature to justify the intervention) due at the beginning of Reading Week (W6).

Indicative reading: All teaching and reading material will be available electronically via Moodle.
For a general background, the following books are recommended: Baron, J. (2000), Thinking and Deciding (3rd edition), Cambridge: Cambridge University Press; Beach and Connolly (2005), The Psychology of Decision Making: People in Organizations, (2nd Edition), Sage; R Hastie & R M Dawes (2001), Rational Choice in an Uncertain World, Sage; Plous, S. (1993), The Psychology of Judgment and Decision Making, New York: McGraw Hill. Kahneman, D. (2011). Thinking, Fast and Slow. London: Allen Lane. New York: Farrar, Straus and Giroux.
Assessment: Essay (90%, 3000 words) in the LT.
Coursework (10%, 500 words) in the MT.
The course is examined as follows:
1 x 500 word lab report due in week 11 of MT. This report will detail how you could test your intervention in the BRL before launching it to the field test (the best idea will be funded). (10%)
1 x Two-section essay due in week 1 of LT: the first part (1,000 words) describes a de-biasing or nudging intervention in response to a problem you choose to apply behavioural insight to; the second part (2,000 words) is a critical assessment of the literature justifying this intervention (as opposed to other interventions) as well as a discussion of the limitations of the recommendation proposed. The first part of the essay will count for 25% of your mark while 75% will come from the second part. (90%)

MG409 Half Unit
Auctions and Game Theory

This information is for the 2017/18 session.
Teacher responsible: Prof Richard Steinberg NAB 3.08
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Applicable Mathematics, MSc in Economics and Management, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
This course is capped at 45. Students on the waiting list will be selected based on their academic background.
Pre-requisites: Students should have a course equivalent to the LSE course Quantitative Methods (Mathematics) (MA107), which covers techniques of calculus (differentiation, partial differentiation, optimisation and integration), methods of linear algebra (use of matrices), with emphasis on their application to economic problems. Students should also have some knowledge of probability.
Course content: The course provides an introduction to auctions and game theory. Topics covered are: noncooperative games, cooperative games, social choice, sequential games, auctions, and combinatorial auctions. There is also a case study, 'Auction Vignettes', which will form the basis of a class discussion. Finally, there will be a research presentation by the course leader.
Teaching: 16 hours of lectures and 12 hours of seminars in the LT. 2 hours of lectures in the ST.
A reading week will take place during Week 6. There will be no teaching during this week.
Formative coursework: Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following seminars.
Indicative reading:
- Book: P. Cramton, Y. Shoham, and R. Steinberg, eds., Combinatorial Auctions.
- Book chapter: 'Auction Pricing', R. Steinberg, Chapter 27 in O. Ozer and R. Phillips, eds., Oxford Handbook of Pricing Management.
- Case study: 'Auction Vignettes', Harvard Business School Publishing.

Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG411
Firms and Markets

This information is for the 2017/18 session.
Teacher responsible: Prof John Sutton and Prof Luis Garicano
Availability: This course is compulsory on the MSc in Management and Economics. This course is available on the MPhil/ PhD in Management. This course is not available as an outside option.
Course content: A graduate course in microeconomic analysis, geared towards those parts of the subject that are of primary importance in the Management area. The first section focuses on competition between firms, using standard game theoretic models. This leads to a general treatment of market competition by reference to the concept of firms' capabilities. The next section traces the basis of firms' capabilities to the set of elements of know-how possessed by the individuals comprising the firm, and by the mode of internal organization of those individuals. The analysis draws on the several strands in the modern literature on the theory of the firm. The final section of the course deals with the link between strategy and structure, and with the formulation of strategies in environments characterized by complexity and uncertainty.
The course syllabus covers Walrasian Equilibrium: Supply and Demand. Beyond the Walrasian model: Nash Equilibrium. Applications of Nash Equilibrium: options and bargaining. General approaches to the analysis of competition in oligopolistic markets. Applications in Industrial Organisations. The concept of capabilities. The roots of firms' capabilities : individuals and their collective know-how. The internal organization of firms. Contract theoretic approaches to the theory of the firm. The Chandlerian nexus: from strategy to structure.
Teaching: 20 hours of lectures and 20 hours of seminars in the MT. 20 hours of lectures and 20 hours of seminars in the LT.
A weekly seminar devoted to problem sets. A weekly seminar devoted to case studies.
Indicative reading: Milgrom and Roberts, Economics, Organization and Management; Sutton, Sunk Costs and Market Structure
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG412 Half Unit
Globalization and Strategy

This information is for the 2017/18 session.
Teacher responsible: Prof John Sutton
Availability: This course is available on the MSc in Management and Economics. This course is not available as an outside option.
Course content: The course studies the strategies of multinational corporations in an international context, with reference to make or buy, organization, and location choices. It studies current developments in the global economy with a focus on the key decisions that multinationals make in framing their global strategies:
1 Economic analysis of globalization process. Assessing the growth of Chinese and Indian manufacturing, 1990-2010. Evidence from benchmarking studies.
2 Production: What determines the strategies multinationals adopt - product range; generic strategies.
3 Location: Competitive advantage of different countries; growth in outsourcing and Offshoring; particularly emphasizing India and China and analyzing their increasing role in the global economy.
4 Organization: how multinationals combine the necessary local adaptation with the need to standardize to achieve efficiency.
5 The Globalization Debate.
6 The Prospects for sub-Saharan Africa.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students are required to make two class presentations and submit written reports on selected case studies
Indicative reading: A reading list will be provided at the start of the course.

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG417 Half Unit
Extended Essay

This information is for the 2017/18 session.
Teacher responsible: Various (depending on title chosen).
Availability: This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.
Course content: Students will undertake an extended essay which should normally be based on one of the two option courses taken. Students can, with special permission, base this piece of work on one of the compulsory courses.
Teaching: A supervisor will be allocated to individual students based on the essay title chosen who will provide students with supervision for this piece of work.
Assessment: Essay (100%, 6000 words) in the ST.
Extended essay of no more than 6,000 words to be submitted the week before Summer Term commences.

MG418 Half Unit
Open Innovation

This information is for the 2017/18 session.
Teacher responsible: Dr Nadia Millington NAB 5.05
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content:
Week 1: The broader context: Open Innovation
Week 2: Open Innovation: Tools, Theory and Practice Part I
Week 3: Open Innovation: Tools, Theory and Practice Part II
Week 4: Open Innovation and Business Model Innovation
Week 5: Implementing Open Innovation & Networked Innovation
Week 6: Workshop on methodology and design
Week 7: Workshop on methodology and design
Week 8: Workshop on methodology and design
Week 9: Dress rehearsal (presentations)
Week 10: Final presentation
Innovation - in products, processes, and business models - is one of the most important topics for companies today and will likely be even more important in the future. This course focuses on an important trend: Open Innovation, i.e., strategies to tap new product ideas, technologies, and so on, from outside the company. For instance, using technology acquisitions, alliances, client-supplier relationships, crowd sourcing, open corporate campus, innovation ecosystems. The first part of this course reviews the recent literature. The second part focuses on group projects where students apply their insights to a "live" case in a real company. Each group analyses their case, and makes recommendations for an improved Open innovation strategy. The group's analysis and recommendations are presented on the last day of the course.
Teaching: 30 hours of lectures in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will synthesize, critically analyse and present their views in class on relevant literature fields such as technology acquisitions, alliances, client- supplier relationships, crowd sourcing, open corporate campus, innovation ecosystems. Feedback will be provided in seminars ahead of the submission of their assessed project.
Student teams will work closely with Innovation Partners to conduct research and apply theoretical concepts in the field.
Indicative reading: Cohen, W, & Levinthal, D, 1990, Absorptive capacity, A new perspective on Learning and Innovation, Administrative Science Quarterly, 35, 128-152; Kogut, B. & Zander, U, 1992, Knowledge of the firm, combinative capabilities, and the replication of technology, Organization Science, 3, 383-397; Huston, L, & Sakkab, N, 2006, Teece, D.J. 2010. Business Models, Business Strategy and Innovation, Long Range Planning. 43(2) 172-194 Schenk, E. & Guittard, C. 2011.Towards a characterisation of crowdsourcing practices. Journal of Innovation Economics.; Powell, W., Koput, K., Smith-Doerr, L, 1996, Interorganizational collaboration and the location of innovation, Administrative Science Quarterly, 116-145; Von Hippel, E., 1988, Lead users: A source of novel product concepts, Management Science, 7, 791-805; Prahalad, C.K., & Ramaswami, 2003, Sieg J. H., Wallin M. W., and von Krogh G. 2010. Managerial challenges in open innovation: a study of innovation intermediation in the chemical industry. R&D Management, Innovation Intermediaries: Why internet market places for technology have not yet met the expectations, Creativity and Innovation Management, 1, 14-25.
Assessment: Essay (45%, 2000 words), project (45%, 5000 words) and class participation (10%) in the LT.

MG419 Not available in 2017/18
Public Management - Strategy, Innovation and Delivery

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Barzelay
Dr Alberto Asquer
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy and MPA in Public and Social Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course develops the practical knowledge and analytical skill to make sense of field problems faced by public managers, and to design and implement strategic and effective practical action in the public sector. In Michaelmas Term, the course focuses on making sense of the fuzzy problem-messes faced by public managers, and introduces students to the graphical and theoretical tools used to represent and reverse engineer the dynamic social systems involved. In Lent Term, the course focuses on the strategic design, evaluation and implementation of various organisational activities, such as policy interventions, managerial control systems, and strategic planning. Overall, the course provides a foundation for further coursework about management in the public sector as well as the ability to engage constructively and critically in the development of public management practise.
Teaching: 30 hours of seminars in the MT. 30 hours of seminars in the LT.
Formative coursework: Students will be expected to produce two essays - one in MT and one in LT.
Indicative reading: MH Moore, Creating Public Value: Strategic Management in Government (1995). KE Weick, 'The Collapse of Sense-Making in Organizations: The Mann-Gulch Disaster' (1993). C Heath and N Staudenmayer, "Coordination Neglect: How Lay Theories of Organizing Complicate Coordination in Organizations" (2000). J Tendler and S Freedheim, 'Trust in a World of Rent-Seeking: Health and Government Transformed in Northeast Brazil' (1994). E Bardach and R Kagan, Going by the Book (2002). JL Mashaw, 'Conflict and Compromise among Models of Administrative Justice,' (1981).M Zollo and SG Winter, 'Deliberate Learning and the Evolution of Dynamic Capabilities' (2002). E

Bardach, 'The Extrapolation Problem: How Can We Learn from the Experience of Others?' (2004). D Vaughan,'Organizational Rituals of Risk and Error' (2005). M Barber, Instruction to Deliver: Fighting to Transform Britain's Public Services (2007).
Assessment: Essay (30%, 3000 words) and presentation (15%) in the LT.
Essay (40%, 4000 words) in the ST.
Presentation (15%) in the MT.

MG420 Half Unit
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan Liebenau NAB.5.14
In addition, all students will be allocated an individual dissertation supervisor in year two.
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.
Students on other Department of Management postgraduate programmes are welcome to attend the preparation sessions.
Course content: Dissertations are based on a research question which students are required to agree with their assigned dissertation supervisor in year two. Students opting for GMiM specialisations may consider how they may relate their research questions and dissertations to the area of specialisation they undertake in year two. (This does not apply to GMiM students on the CEMS track.)
Research questions may be investigated by:
(a) Framing the question via a literature review and examining the problem in more detail through a small scale empirical research project, using either primary or secondary data sources; OR
(b) Carrying out an extended literature review to provide a rigorous analysis of existing research investigating the problem.
Teaching: 3 hours of lectures in the MT. 4 hours and 30 minutes of lectures in the LT.
Students are required to attend a course of five lectures during MT and LT.
Students on this course will have reading weeks in Week 6 of MT and Week 6 of LT, in line with departmental policy
Formative coursework: Students are required to write a short research proposal (maximum of 1,000 words), to be submitted as set out in the policies of their degree programme, with their proposed research question.
Indicative reading: Wray, Alison and Mike Wallace (2006). Critical Reading and Writing for Postgraduates. London: Sage. Booth, Wayne C., Gregory G. Colmb and Joseph Williams (2008). The Craft of Research. Chicago: University of Chicago Press. Ridley, Diana (2008). The Literature Review: A Step-by-step guide for students. London: Sage. Tharenou, Phyllis, Ross Donohue, and Brian Cooper (2007). Management Research Methods. Cambridge: Cambridge University Press. Gill, John and Phil Johnson (2010) Research Methods for Managers (3rd edition). London: Sage. Easterby-Smith, Mark, Richard Thorpe, and Paul Jackson (2012). Management Research (4th edition). London: Sage. Other readings will be provided during lectures in MT and by dissertation supervisors.
Assessment: Dissertation (100%, 6000 words) post-summer term.

MG421 Half Unit
International Business Strategy and Emerging Markets

This information is for the 2017/18 session.
Teacher responsible: Prof Saul Estrin NAB4.32 and Dr Christine Cote NAB4.05
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: An undergraduate or graduate course in micro-economics. Pre-requisites to be assessed by teacher responsible.
Course content: This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. It will combine the development of conceptual frameworks primarily through the lectures with the analysis of key cases in the classes. There will also be some external speakers from large international firms and from the banking and consulting community to bring contemporary views and arguments to bear.
Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economies' performance.
This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concept such as the resource based view. We will provide an analysis of economic performance and growth in emerging markets building on the new institutional economies and working with a large variety of data sets and sources. The course will then turn to key topics. These will include the determinants of FDI; the effects of FDI on the host economy; entry mode choices; measures of institutional and cultural distance; and the growing importance of multinationals from emerging markets.
Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.
Teaching: 22 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be required to write a 1,500 word essay and will be provided with feedback. They will also be required to present their group project in class.
Indicative reading: R. Caves, Multinational Enterprise and Economic Analysis, 2nd Edition, Cambridge University Press 1996; P. Ghenawat, Redefining Global Strategy, Harvard Business School Press, 2007; J. Williamson, "The New Institutional Economies", Journal of Economic Literature, 2000; Estrin et. al., "Entry Mode in Emerging Markets", Strategic Management Journal, 2009; T. Khanna and K Palepu, "The Future of Business Groups in Emerging Markets", Academy of Management Journal 2004.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (40%) and class participation (10%) in the LT.

MG422 Half Unit
Thinking Strategically

This information is for the 2017/18 session.
Teacher responsible: Prof Ignacio Palacios-Huerta NAB5.24
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management (1 Year Programme) and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A knowledge of basic algebra is necessary to take this course.
Course content: This course is concerned with strategic thinking. The course is an interaction of game theory, economics and business strategic management. The focus is the study of situations in which two or more decision-makers (e.g., individuals, firms, political parties, etc) interact in a strategic manner. Understanding strategic situations that involve conflict and/or cooperation has proven critical in many areas of economics, business, political science, sports, law and other areas. The emphasis is to provide the fundamental thinking of good strategic making in these situations, rather than a mathematical and formal analysis.
The purpose of this course is threefold: (1) first, to introduce relevant tools of game theory in order to capture the key elements of different strategic situations and determine the most likely outcome in each situation; (2) second, to study various real-life applications and case-studies where thinking strategically has proven critical; (3) third, to cover modern developments in behavioural game theory, in particular in the areas of intertemporal choices and strategies, decision-making under risk and uncertainty, and experiments in strategic interaction.
Students should note that this course will involve weekly calculations and numerical reasoning.
Teaching: 20 hours of lectures and 8 hours of seminars in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will have to complete 5-8 written assignments throughout the course, handing in 1-2 of them, and feedback will be provided.
Indicative reading: Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff. The Art of Strategy, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff. Games of Strategy, WW Norton, 3rd edition, 2009, by Avinash Dixit, Susan Skeath and David Reiley. Beautiful Game Theory, Princeton University Press, NJ, 2014, by Ignacio Palacios-Huerta. Set of academic articles and/or case studies, plus lecture notes written by instructor. Set of articles from the media.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG423 Half Unit Not available in 2017/18
Leading Entrepreneurial Organisations in Global Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Fei Qin NAB4.31
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management Science (Decision Sciences), MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course focuses on the entrepreneurial management in the context of globalisation. It discusses theories and current research on the creation and development of entrepreneurial organisations. It introduces useful conceptual models and analytical tools for devising entrepreneurial strategies. Important aspects of entrepreneurship, such as the characteristics of entrepreneurial leaders, the dynamics of venture capital industry, networks and innovation, and business model design, will also be reviewed in the course. The classes will use readings or cases to explore these matters in depth.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Class presentations and one business plan project which forms part of the summative group project.
Indicative reading: Schumpeter, Joseph A., 1988, Essays in Entrepreneurs, Innovations, Business Cycles, and the Evolution of Capitalism (R. Clemence, editor), Piscataway, New Jersey: Transaction Publishers. Read: pp 253-71; Lazear, E. 2004, Balanced Skill and Entrepreneurship. American Economic Review. Vol. 94, No. 2, May, 2004 . 208-211; Christian, S and Johanna Mair. 2007. Profitable Business Models and Market Creation in the Context of Deep Poverty: A Strategic View. Academy of Management Perspectives.Vol.21, Issue 4, 49-63; Estrin, Saul, Klaus Meyer and Maria Bytchkova. 2009. Entrepreneurship in Transition Economies. Oxford Handbook of Entrepreneurship. 693-725; Parker, S. 2005. The economics of entrepreneurship: what we know and what we don't. Now Publishers Inc.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Project (25%, 4000 words) in the LT.

MG425 Half Unit Not available in 2017/18
Global Business Management

This information is for the 2017/18 session.
Teacher responsible: Prof Leslie Willcocks NAB3.23 and Dr Susan Scott NAB3.12
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Management Science (Decision Sciences) and MSc in Marketing. This course is not available as an outside option.
Added CEMS Exchange and MBA Exchange (08.08.17 JO)
Course content: This course studies the varieties of management practices across regions, and how business management can be conducted internationally. Our teaching approach is, within dynamic global, regional and national contexts, to emphasise the interrelationship between international strategy and global operations. Having identified distinctive global business management strategies, and market entry approaches, we explore how these are enabled through organizational structures and information infrastructures, and implemented through marketing, human resource, R&D, and sourcing operational sub-strategies. The course provides an examination of how emerging trends in strategy and operations are entangled with current processes of globalization (including technological capabilities) and what these conditions of possibility mean going forward. The course focuses on: Perspectives on Globalization; Political Economic, Cultural and Legal Environments and Differences; Strategy in Global Context; Organization Foundations; Technological Architecture; Entry Strategy and Strategic Alliances; Global Sourcing and Logistics Strategy; International Management Challenges especially Projects, Technology , R and D and Innovation; Global Information Systems and Digital Business Management; Managing Across

Boundaries; Corporate Social Responsibility and Business Ethics; Regional Business Strategies and International Trade; Regional Strategies and International Trade; Global Digital Business.
Teaching: 15 hours of lectures, 13 hours and 30 minutes of seminars and 3 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: In classes students will be making presentations of course readings or cases in small teams of two or three as practice for the assessed group presentations, and they will receive feedback on these class presentations.
Indicative reading: Rugman, A. and Collinson, S. (2013) International Business. Prentice Hall, New York. Willcocks, L. (2014) Global Business Management Foundations. Brookes Publishing, Stratford. Hill, C. (2011) International Business: Competing in The Global Marketplace. McGraw Hill, New York, 8th edition. Ghemawat, P. (2010) Strategy and The Business Landscape. Pearson, New York. Oshri, I., Kotlarsky, J. and Willcocks, L. (2011) The Handbook of Global Sourcing and Offshoring (Palgrave, London). 2nd edition. M. Castells (2009) Communication and Power Oxford University Press, Oxford. Burgelman R., Christensen, C et al. (2009). Strategic Management of Technology and Innovation. McGraw Hill, New York. Cousins, P. Lamming, R. et al. (2010) Strategic Supply Management : Principles Theory and Practice. Prentice Hall, London. C. Avgerou (2003) Global Diversity and Information Systems Oxford University Press, Oxford. Dickens, G. (2011) Global Shift. Mapping the Changing Contours of the Global Economy. Sage, London, 6th edition.
Assessment: Essay (65%, 3000 words) and project (35%, 1500 words) in the LT.

MG430 Half Unit
Strategy, Organisation and Innovation

This information is for the 2017/18 session.
Teacher responsible: Mr Rocco Macchiavello NAB.5.28
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.
Course content: This course applies tools from microeconomics, industrial organisation and organisational economics to the analysis of strategy. The emphasis is on the application of these concepts to business situations, and as such the course relies heavily on the analysis of case studies.
The course is divided into three parts. The first part focuses on the external context of strategy. It first reviews basic tools for understanding industry economics and the determinants of industry-wide profitability, focusing on positional aspects. It then applies basic game theory to analyse competitive interactions when the number of players is small and the industry profitability is largely determined by these players' interactions. This tool is used to analyse issues such as bargaining power, price competition and entry and exit decisions. The second part studies technology and innovation. The main issues discussed will be standard setting and network effects, innovation and disruption. The third part of the course focuses on the internal context of strategy and organisation, and discusses issues such as the scope of the firm, outsourcing, and the role of corporate governance in adding value and capturing synergies.
The course is heavily based on case discussions. For each class meeting, study questions will be assigned concerning a case study. We will discuss these questions and the material in the case during the class discussions. Students will need to prepare for class discussions by reading the assigned case and analysing it in view of the assignment questions. Required cases and supplementary readings will be available on Moodle. The textbook, together with the lectures, contains the concepts necessary to analyse the cases.
Teaching: 20 hours of lectures and 12 hours of seminars in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6 of LT, in line with departmental policy
Formative coursework: Students are expected to prepare for classes and actively participate in case discussions. Students will receive feedback on their class participation. They will also be given the opportunity to discuss their preparation for the individual and group cases that count toward assessment during office hours devoted to this.
Indicative reading: A primary text will be: Saloner, G., Shepard, A. and Podolny, J. Strategic Management. New York, NY: John Wiley, 2001.
As mentioned above, cases and additional readings will be made available online.
Assessment: Other (40%) in the LT.
Other (50%) in the ST.
Class participation (10%) in the LT and ST.
Individual case assignment (40%) in the LT.
Group case assignment (50%) in the ST.
Class participation (10%) in the LT and ST.
Class participation will be evaluated based on the quality and quality of the student's participation in class.

MG431 Half Unit
Managerial Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Ignacio Palacios-Huerta and Mr Revi Panidha
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.
Course content: A graduate-level introduction to the foundations of managerial economics. Topics include:
1. Economics as a theory of organisation.
2. Economic Agents: Rationality and the co-ordination powers of the market (Demand and supply and equilibrium: the determinants of consumers' and firms' market responses and the nature of non-strategic interaction).
3. Strategic interaction and dynamic competition.
4. Information and efficiency.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6 of MT, in line with departmental policy
Formative coursework: A problem set will be assigned and is due two weeks later. It will be marked for feedback purposes only.
Indicative reading: Main textbooks:
T van Zandt; Firms, Price and Markets, available online (2006); S. Estrin et al, Microeconomics, Prentice Hall (2008).
Students can also consider: D M Kreps, Microeconomics for Managers, W. W. Norton (2004); B. Douglas Bernheim and Michael D. Whiston, Microeconomics, McGraw Hill (2008).
Reading lists will be provided at the beginning of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG434 Half Unit
Organisational Behaviour

This information is for the 2017/18 session.
Teacher responsible: Dr Uta Bindl NAB 4.01 and Dr Emma Soane NAB 4.02
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available

as an outside option.
Course content: This course seeks to understand individual attitudes and behaviour in an organisational context. It does this by reviewing psychological theories, demonstrating the contribution of a psychological perspective to understanding behaviour at work, and critically evaluating empirical evidence. The course will balance theory and practice by applying the theories to organisations.
Topics covered will include personality and individual differences; work motivation; rewards systems and the design of work; performance; health and well-being at work; creativity and innovation; groups and teams; leadership; power and politics at work; managing organisational risk; organisational culture.
Teaching: 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures and 1 hour and 30 minutes of seminars in the ST.
The teaching includes lectures and seminars. The teaching style is highly participative. Group work in seminars is an integral part of the course and students are expected to actively contribute to all group exercises. The course requires student commitment and willingness to engage fully with the readings and with class activities.
Students on this course will have a reading week in Week 6 of LT, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: All course readings are articles from leading journals such as the Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behaviour. A full reading list is provided at the start of the course. There is no set textbook for this course, however students may wish to consult one of the following: Colquitt, J., LePine, J. A., & Wesson, M. J. (2012). Organizational Behaviour: Improving Performance and Commitment in the Workplace (3rd edition). McGraw-Hill; Robbins, S. P., Judge, T., & Campbell, T. (2010). Organizational Behavior. Prentice Hall; Barling, J., & Cooper, C. (Eds.). (2008). The SAGE Handbook of Organizational Behavior (Volume 1: Micro Approaches). Sage.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Presentation (25%) in the LT.
Students will work in groups to prepare and deliver a presentation that applies organisational behaviour concepts to a real organisation. Each group will select one specific organisation to focus on. Presentations must cover two topics from the course and must include clear application of a minimum of three OB-related theories. Presentations will be evaluated on the depth of subject knowledge; quality of theoretical application; structure and style of the presentation, including quality of the materials and delivery of the presentation.

MG436 Half Unit Not available in 2017/18
Firms, Markets and Crises

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Beunza NAB4.27
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MBA Exchange. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Any social science background
Course content: This course focuses on the financial sector and financial markets. It discusses current research in the social sciences on how this sector has emerged and operates, and sheds some light on the recent financial crisis. A constant theme is that academic research helps us explain major phenomena in current business and organizational life. In each lecture and class, faculty will discuss a major aspect of or issue in the financial sector internationally, and show how relevant research can help us understand it. The classes will use readings or cases to explore these matters in depth.
Teaching: 30 hours of lectures in the LT. 1 hour and 30 minutes of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Davis, G.F. (2009) Managed by the Markets; How Finance Reshaped America, Oxford University Press. Mackenzie, D. (2006) An Engine, Not a Camera; How Financial Models Shape Markets, MIT Press, Chapter 2 p. 37-68
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.

MG450 Half Unit Not available in 2017/18
Social Network Analysis and Strategies

This information is for the 2017/18 session.
Teacher responsible: Dr Daniela Lup NAB3.28
Availability: This course is available on the CEMS Exchange, MSc in Economy, Risk and Society , MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The main objective of this course is to introduce students to current research in the area of social network analysis and improve their understanding of how an effective network structure looks like. The course focuses on both theoretical and substantive themes within social network analysis. Substantive topics focus on everyday managerial situations and consulting projects such as: managing information and knowledge; managing one's career; managing a team; selecting a business partner; using virtual networks; social media.
In addition, the course aims to familiarise students with methodological issues connected with social network analysis (SNA). To this end, the students will learn to work with UCINET, a software designed for SNA. During the classes, the students will solve concrete managerial and consulting problems using SNA. Examples include (but are not limited to): understanding the social network of a manager, proposing a strategy for implementing organisational change; understanding the power and fallacies of online networks; visualising power networks in specific industries; marketing applications.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will write a 500 word comment to a case, problem or article. Written feedback will be provided.
Indicative reading: Burt R. (2005). Brokerage and Closure: An Introduction to Social Capital. OUP. Gladwell, Malcom (2000) The tipping point: How little things can make a big difference. Little, Brown and Company. Kilduff, M. and W. Tsai (2003). Social Networks and Organizations. SAGE Publications. Podolny, J. M. (2005) Social Signals. A sociological study of market competition. Princeton University Press. Wasserman, S. and K. Faust (1994). Social Network Analysis. Cambridge Univ. Press
Assessment: Project (35%, 3000 words), class participation (15%) and take home exam (50%) in the LT.

MG452 Half Unit
Behavioural Economics for Management

This information is for the 2017/18 session.
Teacher responsible: Dr Kristof Madarasz NAB5.36
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Economics and Management and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Graduate level Microeconomics, Game Theory or Managerial Economics, Graduate level Econometrics or Quantitative Analysis is required.
Course content: The course covers formal (mathematical) models of behavioural economics and discusses both experimental and field evidence that motivate and test various aspects of these models.
This course is a post-graduate introduction to behavioural economics and strategy. The topics to be discussed are
1. Risk Perceptions, Loss Aversion and Reference-Dependence.
2. Procrastination, Self Control and Choice over Time.
3. Social Motivation: Image, Reciprocity and Inequity.
4. Processing Information and Mistakes in Cognition
5. Naivite and Heuristics in Strategic Thinking
6. Happiness and Welfare
Teaching: 30 hours of lectures in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A mock exam comprising of problem sets.
Indicative reading: CamererCamerer, Colin, Linda Babcock, George Loewenstein, and Richard Thaler (1997) "Labor Supply of New York City Cabdrivers: One Day at a Time," Quarterly Journal of Economics. Fehr Ernst and Simon Gachter (2002) Fairness and Retaliation: The Economics of Reciprocity Journal of Economic Perspectives, 2000 (14); 159-181. Kahneman, Daniel, and Amos Tversky (1979) "Prospect Theory: An Analysis of Decision under Risk" Econometrica, 47(2): 263-292. Koszegi, B. and Matthew Rabin (2006) Reference-Dependent Preferences. Quarterly Journal of Economics. Laibson, David. (1997) Golden Eggs and Hyperbolic Discounting. Quarterly Journal of Economics. List, John A. 2004. "Neoclassical Theory Versus Prospect Theory: Evidence from the Marketplace," Econometrica, 72(2): 615-625. Madarasz, Kristof (2012) Information Projection: Model and Applications. Review of Economic Studies. Thaler, Richard and Shlomo Benartzi (2004). Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving, Journal of Political Economy. Rabin, Matthew (2002) Inference by the Believers in the Law of Small Numbers. Quarterly Journal of Economics. Stortz, Richard. (1955) Myopia and Inconsistency in Dynamic Utility Maximization. Review of Economic Studies
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG453 Half Unit Not available in 2017/18
Managing Digital Business

This information is for the 2017/18 session.
Teacher responsible: Dr Tony Cornford NAB3.29
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MBA Exchange. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course draws from the field of information systems to study underlying theories of digital business, strategies for using digital technologies and the moves towards new business models.
Topics covered include: the nature of digital business as a technology-enabled business model concept; digital economics; digital business in the context of the global economy; technology, data infrastructures and platforms; developing a digital strategy; sourcing digital technologies and services; digital government and digital governance; the business logics of open and free; security, transparency, privacy and risk in digital business.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 3 hours of workshops in the LT.
Formative coursework: A 1,000 word literature review coursework provides guidance and feedback for the summative essay. In seminars students present on cases studies and research articles, lead group discussions, and receive feedback on presentation and substantive content.
Indicative reading: Athique, A (2013) Digital Media and Society: An Introduction, Cambridge, Polity Press. Brynjolfsson, E. (2009) Wired for Innovation: How Information Technology is Reshaping the Economy, Cambridge MA, MIT Press. Dunleavy, P., Margetts, H., Bastow, S., and Tinkler, J. (2008) Digital Era Governance, Oxford, Oxford University Press. Galliers, R.D. and Currie, W.L. (2011) The Oxford Handbook of Management Information Systems, Oxford, Oxford University Press. Gawer, A Ed. (2009) Platforms, Markets and Innovation, London , Edward Elgar. Lanier, J. (2013) Who Owns the Future, London, Allan Lane. McAfee, A. Enterprise 2.0, Boston MA, Harvard Business Press. Sorensen, C. (2011) Enterprise Mobility, London, Palgrave
Assessment: Essay (70%, 3000 words), class participation (10%) and other (20%) in the MT.
The other assessment is a critical literature review (20%, 1000 words).

MG454
Leadership in Practice (modular)

This information is for the 2017/18 session.
Teacher responsible: Dr Emma Soane NAB 4.02
Dr Connson Locke, NAB 4.16
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
The information in this course guide pertains to the 2017-2019 cohort.
Course content: This course will provide you with insights into the foundations for leadership, how leadership skills can be developed, and you can create optimum environments for effective leadership and performance. Sessions will be interactive and participative. There will also be group exercises within the sessions to encourage debate and reflection upon how to put these concepts into practice.
Teaching: Six 4 hour sessions spread out over the three LSE modules
The course will run between the following dates:
11-16 December 2017
09 - 21 April 2018
Formative coursework: There is an optional assignment that will provide an opportunity to reflect upon the leadership style and skills assessments covered in module 2. This 1000-word assignment will discuss personal leadership style and skills, and will be submitted after Module 2.
Indicative reading: To be confirmed at the beginning of the course.
Assessment: This is a non-assessed course. Some of the material for this course will form part of the MG443 Organisational Behaviour assessment. The relevant material will be specified for the assessment.

MG455 Half Unit Not available in 2017/18

Consumer Insights II: Judgement and Decision Making

This information is for the 2017/18 session.
Teacher responsible: Dr Barbara Fasolo
Availability: This course is compulsory on the MSc in Management Science (Decision Sciences). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Marketing, MSc in Operations Research & Analytics and MSc in Risk and Finance. This course is available as an outside option to students on other programmes where regulations permit.
This course is available as an outside option to students on all other Management and LSE programmes (both post-graduate and advanced undergraduate) where regulations permit, and is complementary to other behavioural courses offered at LSE.
Pre-requisites: An introductory quantitative course in Mathematics or Statistics.
It is an advantage to have had an introductory social science course, in one of these fields: economics, management, psychology or sociology.
Course content: This course develops your ability to make decisions or help others make better decisions, with the help of 'system 1' – the fast, intuitive and (before this course) automatic way our brain makes decisions, and evaluates others' decisions. The aim is for you to become a better intuitive decision maker.
In lectures, designed for aspiring decision scientists, we examine how behavioural decision science came about and review a number of descriptive theories of decision making. We also focus on empirical research on heuristics, biases, decision style and other phenomena which can unconsciously affect decisions. Because behavioural science started in the lab, the course includes a visit to the Behavioural Research Lab, to give you the experience (as researcher and participant) of what is behind the scenes of 'behavioural science and insights'.
In seminars which are uniquely designed for Master's students you apply this research to personal, managerial or policy decisions. This is a course for students with a strong passion for behavioural science and a keen interest in the psychology of decision making and applications for management and policy. Lectures are taught at an advanced level, and experientially (e.g., in-class experiments) and expect interaction and exchange between advanced 3rd Year LSE Undergraduates and Master's students who are in their first term at LSE, from diverse backgrounds and cultures. The course is also a natural complement, and preparation for, MG456, which aims at improving the other side of the decision-making brain – the slow and analytic ability to make strategic decisions via modelling and decision analytic techniques.
Teaching: 18 hours of lectures, 9 hours of seminars and 2 hours of workshops in the MT.
Students will have a 2 hour session in the Behavioural Research Lab.
A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Students will be expected to produce 1 essay in the MT.
To be submitted around reading week of MT (week 6).
Indicative reading: J. Baron, Thinking and Deciding (3rd Ed.); R. Hastie & R. M. Dawes, Rational Choice in an Uncertain World; W. Edwards & D. von Winterfeldt, Decision Analysis and Behavioral Research; R.T. Clemen and T. Reilly, Making Hard Decisions with Decision Tools Suite: S. French, Decision Theory: an introduction to the mathematics of rationality. Kahneman, D. (2011). Thinking, Fast and Slow. London: Allen Lane. New York: Farrar, Straus and Giroux.
Assessment: Essay (90%, 3000 words) in the LT.
Coursework (10%, 500 words) in the MT.
An essay of no more than 3,000 words to be submitted in week 7 of LT (90%)
A 500-word report on the lab experience or experiment to be submitted in Week 11 of MT (10%)
The essay will include two parts. In the first part (no more than 1,000 words), you will be asked to prepare a memorandum to the CEO of an organisation (be it public or private, an NGO, a business corporation or a third sector enterprise) giving a behavioural insight on some decision to make, or situation to improve, or goal to achieve. In the second part of the essay (no more than 2,000 words), you will justify the specific recommendations presented in the memorandum with reference to behavioural and decision science literature and theories. The first part of the essay will count for 25% of your mark while 75% will come from the second part.

MG456 Half Unit

Analytics for Strategic Decisions

This information is for the 2017/18 session.
Teacher responsible: Dr Valentina Ferretti NAB 3.04
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Marketing and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
This course is complementary to any behavioural course offered at LSE.
Pre-requisites: Elementary statistical and mathematical concepts.
Course content: How to choose in tough situations where stakes are high, and there are multiple conflicting objectives? How do we perceive risk, and how to act when there are risks and uncertainties involved in a decision? How can we create options that are better than the ones originally available? Decision making is a central aspect of virtually every management and business activity, including marketing, strategic planning, marketing management, resource allocation, operations management, and investment. Moreover, important decisions are not only made by managers and entrepreneurs, but also by the consumers of their goods and services, and by their business rivals, partners and employees.
A major characteristic of all decisions in every organisation and policy making context is that they are taken to achieve objectives, both short-term and long-term. To do this well is a fundamental skill for managers at every level in the organisation, as well as for policy makers. But decisions are often hard to make in the presence of multiple objectives, uncertainty about the future, and differences of opinion among key players. For decisions that require large amounts of resources and commitments, the weight of responsibility felt by the decision maker can be heavy, especially when the consequences require to consider judgements about trade-offs between benefits, risks and costs. The ability to make better decisions is an invaluable part of everyone's toolbox. It is this ability that will be developed in this course, which introduces students to the use of Risk and Decision Analysis as a form of analytics that supports decision making in private, voluntary and public organisations. The course shows how a consistent and realistic mix of data and judgement can help decision makers to better achieve their objectives. Based on sound theory underlying normative, descriptive and prescriptive decision-making research, the course emphasises the practical application of Risk and Decision Analysis for decision-making.
The course is designed to enhance the students' decision capabilities when confronted with strategic or operational choices, when searching for decision opportunities, and when designing strategies and policies. It uses real-world Risk and Decision Analysis applications in organisations and public policy making, and employs several case-studies (supported by specialised decision software) to build students' skills in decision modelling and analysis. It covers modelling and supporting decisions involving multiple stakeholders and conflicting objectives (multi-criteria decision analysis) as well as uncertainty (decision trees, influence diagrams, and risk analysis).
Teaching: 20 hours of lectures and 13 hours and 30 minutes of

seminars in the LT.
A reading week will take place in Week 6. There will be no teaching during this week.
Formative coursework: Students will be expected to produce 1 presentation and 1 essay in the LT.
There are two pieces of formative assignments:
- Group project plan presentation (i.e. decision context selected) during week 7.
- Individual revision of an anonymous technical report from one of the previous editions of the course during week 8.

The topic of the project has to be a real-world case study (e.g. what to recommend to a municipality analysing different options for the requalification of an abandoned subway station, what to recommend to a committee having to choose the next city for the Olympic games, which option to recommend to a company having to release a new product design, etc.). This will mean students will have to collect data, simulate a decision- making process, develop critical abilities in the interpretation and discussion of the results of the model, and be able to link their process to insights coming from the latest developments in the scientific literature. Students are allowed to work in groups of maximum 5 people. In the individual technical report of the group project, students will have to report on the developed process and include a personal reflection on the operability of the tools and transferability of the developed process to other contexts. This assignment will help students develop their strategic problem solving and critical skills by demonstrating their ability to apply a quantitative model to solve a strategic decision-making problem, critically evaluate its results, and develop robust recommendations.
Indicative reading: Belton, V. and Stewart, T. (2002) Multiple Criteria Decision Analysis. London, Kluwer. Bouyssou, D., Marchant, T., Pirlot, M., Tsoukias, A., and Vincke, P. (2006) Evaluation and Decision Models with Multiple Criteria. Stepping stones for the analyst. Springer, International Series in Operations Research & Management Science, Vol. 86. Bouyssou, D., Marchant, T., Pirlot, M., Tsoukias, A., and Vincke, P. (2007) Evaluation and Decision Models with Multiple Criteria. A critical perspective. Springer, International Series in Operations Research & Management Science, Vol. 32. Clemen, R.T. and Reilly, T. (2014) Making Hard Decisions. Pacific Grove: Duxbury. Edwards W., Miles Jr R.F. and von Winterfeldt D. (eds). Advances in Decision Analysis: From Foundations to Applications. Cambridge University Press: New York. Eisenführ, F., Weber, M. and Langer, T. (2010) Rational Decision Making, 1st ed. Berlin: Springer. Goodwin, P. and G. Wright (2014). Decision analysis for management judgement. Chichester, Wiley. Ishizaka, A. and Nemery, P. (2013) Multi-criteria Decision Analysis: Methods and Software. Wiley Keeney, R.L. (1992) Value-Focused Thinking: A Path to Creative Decision-making. Cambridge: Harvard Univ. Press. HD30.23 K21 (Course Collection). Keeney, R. L. and Raiffa, H. (1993) Decisions with Multiple Objectives: Preferences and Value Trade-offs. Cambridge: Cambridge University Press, 2nd ed. Mcnamee, P. and Celona, J. (2007) Decision Analysis for the Professional. Menlo Park: Smart Org, 4th ed (e-book available in the library). G.S. Parnell et al. (2013) Handbook of Decision Analysis. Hoboke, Wiley. von Winterfeldt, D. & Edwards, W. (1986) Decision Analysis and Behavioral Research. Cambridge: Cambridge University Press.
Assessment: Project (25%) in the LT.
Essay (75%) in the ST.
Presentation of the group project (25%) and an individual technical report on the group project (75%).
The presentation is of the group project is due in Week 11 of Lent Term.
The individual technical report on the group project is due in Week 1 of Summer Term.

MG457
Foundations of Management 2: Financial Control and Governance (modular)

This information is for the 2017/18 session.
Teacher responsible: Dr Yally Avrahampour NAB 4.37
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
The information in this course guide pertains to the 2017-2019 cohort.
Course content: This course teaches, over two modules, topics relating to financial accounting and management accounting. In so doing the course also examines the relationship between the exercise of financial control within organizations and the setting of external standards relating to governance, and the implications of this for the organization of firms. In the first module the course covers topics such as the construction of the financial statements, and then considers topics relating to measurement, for example the contrast between historical cost and fair value and the recognition of intangible assets. In the second module the course examines topics relating to the determination of the cost of a product or service, balanced performance measurement, economic value added and strategic control.
Teaching: Eight sessions composed of lecture and case discussion spread out equally over two LSE modules.
The course will run between the following dates:
29 August - 09 September 2017
11-16 December 2017
Formative coursework: Formative assignment after module 2.
Indicative reading: Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting, Weetman, P. (2011) Financial Accounting: An Introduction
Assessment: This course will not be assessed.

MG458 Half Unit
Foundations of Management I

This information is for the 2017/18 session.
Teacher responsible: Prof Alexander Pepper NAB.4.30 and Prof Paul Willman
Mr Armando Martins Brelaz de Castro
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.
Course content: This course is designed to equip students with a holistic understanding of the evolution of management theory and organisational forms and practices since the emergence of modern industrial organisations in the 19th century. Students will be provided with an overview of the development of management as a practice and as a subject of study, and will develop an understanding of the disciplinary anchors in Sociology, Psychology and Economics. Within each field we will cover origins, disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate. Weekly topics cover:
1. Course Introduction and the Origins of Management
2. Management and the Firm
3. Taylorism, Motivation, and Performance
4. The Rise and Decline of Labour
5. The Rise of Human Resources Management
6. Decision Making
7. Understanding Organisational Structures
8. The Origins of Modern Strategy
9. Contemporary Strategic Management: Firms as Bundles of Resources
10. Managed by Markets

Teaching: 20 hours of lectures, 15 hours of seminars and 15 hours of classes in the MT. 3 hours of lectures and 2 hours of classes in

the ST.
Lectures will cover theoretical materials and concepts. Case discussions (classes) will apply content covered in lectures to a business situation.
Seminars will cover the assigned readings in more depth and develop critical thinking and writing skills for postgraduate study.
Students on this course will have a reading week in Week 6, in line with departmental policy
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Willman, P. (2014) Understanding Management: Social Science Foundations. Oxford University Press.
Wallace, M and A. Wray (2012). Critical Reading and Writing for Postgraduates (Second Edition). London: Sage.
A full reading list will be provided at the beginning of the course.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.
In class assessment (25%) in the MT.

MG459 Half Unit
Foundations of Management 2

This information is for the 2017/18 session.
Teacher responsible: Dr Yally Avrahampour NAB 4.37
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.
Course content: The aims of this course are to provide a basic grounding in the management literatures covering disciplines relating to financial control and management science, and of the literatures on the evolving managerial, organisational and professional contexts within which these disciplines are practiced. Students will be provided with an overview of each discipline with the aim that they acquire a basic working knowledge of each. The course will cover origins and disciplinary boundaries, the foundations of these disciplines in the social sciences, core concepts, practical applications and current state of play and debate. Weekly topics include:
1: Making Business Decisions that Commit Capital
2: Representing a Firm's Financial Condition: 1
3: Valuing and Managing Costs
4: Balanced Performance Measurement
5: Measuring Shareholder Value
6. READING WEEK
7: Representing a Firm's Financial Condition: 2
8: Individual and Institutional Investors in a Historical Context
9: Occupations, Professions and Expertise
10: Organisation and Management Theory
11: Origins of Management Science
Teaching: 20 hours of lectures and 30 hours of seminars in the LT. 3 hours of lectures in the ST.
Weeks 1-11: LT: 1 two hour lecture and 1 three hour case discussion, weekly. Students on this course will have a reading week in Week 6 of LT, in line with departmental policy
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Weeks 1-7: Kaplan, R. & Atkinson, A. (1998) Advanced Management Accounting; Weetman, P. (2011) Financial Accounting: An Introduction; and Berk, J. & DeMarzo, P. (2007) Corporate Finance.
Weeks 8-10: Chandler (1977) The Visible Hand
Week 11: Keys, P. (1994). Understanding the Process of Operational Research.
Assessment: Exam (75%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Essay (25%, 1500 words) in the LT.

MG460 Half Unit
Handling Disruption: Humanitarian Emergencies Management and Development

This information is for the 2017/18 session.
Teacher responsible: Prof Chrisanthi Avgerou NAB 3.22 and Dr Shirin Madon NAB 3.36
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course content is anchored on two observations: First, disasters and humanitarian emergencies are most frequent and most challenging and have the most devastating and long lasting socio-economic effects in poor counties with weak physical and institutional infrastructures. Therefore the course studies the management of emergency interventions in the broader context of socio-economic development. Second, information and communication technology (ICT) continues to open new possibilities for the mitigation, preparedness and response to disasters, but its effective use requires change in the collaboration of humanitarian organisations and affected communities. In this course we will examine critically the potential opened by ICT innovation for the handling of disruptions.
More specifically, the course will cover the following thematic areas:
a) The challenge of humanitarian emergencies and our capacity to address it: the link of episodic emergencies and long term development; ICT innovation and the development of organisational capabilities for effective emergency action.
b) Managing emergencies: emergency logistics and supply chains; ICT innovations in humanitarian emergencies and information systems infrastructures to address mitigation, preparedness and response. Case studies and readings will examine emerging topics such as crowdsourcing and geographic and geodetic intelligence.
Teaching: 10 hours of lectures and 20 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the LT.
The formative essay is intended to help students explore available literature on the topic of their summative essay and give them feedback on how to proceed.
Indicative reading: Meier, P. Digital Humanitarians: How Big Data is Changing the Face of Humanitarian Response Taylor & Francis, New York, 2015. Boin, A., and McConnell, A. 2007. "Preparing for Critical Infrastructure Breakdowns: The Limits of Crisis Management and the Need for Resilience," Journal of Contingencies and Crisis Management (15:1), pp. 50-59. Donini, A. and Maxwell, D. (2013) From Face-to-Face to Face-to-Screen: Remote management, effectiveness and accountability of humanitarian action in insecure environments, International Review of the Red Cross, 95, 890, pp. 383-413. Barnett, M. "Humanitarian Governance" Annu. Rev. Polit. Sci. (16) 2013, pp. 379-398. Boin, A., and Kelle, P. "Resilient supply chains for extreme situations: outlining a new field of study" International Journal of Production Economics (126:1) 2010, pp. 1-6. Diaz Adrade, A., and Doolin, B. 2016. "Information and Communication Technology and the Social Inclusion of Refugees," MIS Quarterly (40:2), pp. 405-416. Nan, N., and Lu, Y. 2014. "Harnessing the Power of Self-Organization in an Online Community During Organizational Crisis," MIS Quarterly (38:4), pp. 1135-1157. Schaub, M. L. 2012. "Lines across the Desert: Mobile Phone Use and Mobility in the Context of Trans-Saharan Migration," Information Technology for Development (18:2), pp. 126-144. IFRC (2013) World Disasters Report – Focus on Technology and the Future of Humanitarian Action,

International Federation of Red Cross and Red Crescent Societies. Day, J.M., Junglas, I., Silva, L. (2009) Information low impediments in disaster relief supply chains, Journal of the Association for Information Systems, 10, 8, pp 637-660 Nowell, B., and Steelman, T. "Communication under fire: the role of embeddedness in the emergence and efficacy of disaster response communication networks" Journal of Public Administration Research and Theory 2014. Majchrzak, A., Jarvenpaa, S.L., Hollingshead, A.B. "Coordinating expertise among emergent groups responding to disasters" Organization Science 2007, 18(1) pp. 147-161. Weick, K.E. "The collapse of sensemaking in organizations: the Mann Gulsh Disaster" Administrative Science Quarterly (38) 1993, pp. 628-652. Manyena, S.B. "Disaster and Development Paradigms: Too close for comfort?" Development Policy Review, 30, 3, 2012, pp. 327-345. Madianou, M. et al. "Finding a Voice Through Humanitarian Technologies? Communication technologies and participation in disaster recovery", International Journal of Communication, 9, 2015, pp. 3020-3038.
Assessment: Project (30%, 5000 words), essay (60%, 3000 words) and class participation (10%) in the LT.

MG461 Half Unit
Quantitative Analysis in Management

This information is for the 2017/18 session.
Teacher responsible: Mr Fabian Waldinger NAB.5.36 and Mr Revi Panidha
Availability: This course is compulsory on the Executive Global MSc Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is available on the MPhil/ PhD in Employment Relations & Org Behaviour and MPhil/ PhD in Management. This course is not available as an outside option.
Course content: Topics include random sampling, central limit theorem, hypothesis testing, simple and multiple linear regression (including ideas of confounding and statistical control), the use of dummy variables, interactions and non-linear effects of explanatory variables, collinearity, diagnostics and model development, introductory logistic regression modelling, fixed effects regression, regression discontinuity design, instrumental variables.
Teaching: 20 hours of lectures and 13 hours and 30 minutes of computer workshops in the MT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6 of MT, in line with departmental policy
Formative coursework: Weekly homework and data exercises with periodic formative feedback by Class Teachers. 250-word data analysis project.
Indicative reading: Agresti, A., & B. Finlay. (2009). Statistical Methods for the Social Sciences (Fourth Edition). Pearson. Angrist, J. and S. Pischke (2015). Mastering Metrics. Princeton
Assessment: Exam (85%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Project (15%, 500 words) in the MT.
The project is a data analysis project.

MG462 Half Unit
Qualitative Analysis in Management

This information is for the 2017/18 session.
Teacher responsible: Dr Roser Pujadas (NAB.3.20) and Dr James Woodcock (NAB.4.19)
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is available on the MPhil/ PhD in Employment Relations & Org Behaviour and MPhil/ PhD in Management. This course is not available as an outside option.
The course is designed for MiM students who are likely to have little or no previous experience of qualitative methodologies.
Course content: This course provides MiM students with a critical understanding of qualitative management research and problem solving, with an emphasis on methods and techniques which will be useful and relevant to them in their future careers. A range of methods will be used and critically appraised, including case study research, ethnography, narrative analysis, and internet-based methods. The course will cover: research design; data collection; data handling techniques; methods of analysis; constructing a contribution; and authoring a research report. These are methods, skills and techniques which are used both formally and informally in academia, consultancy and the workplace.
Teaching: 15 hours of lectures and 9 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
Students on this course will have a reading week in Week 6 of LT, in line with departmental policy
Formative coursework: 500 word research proposal in LT. Classes are based around the critical analysis and practical application of methods and techniques introduced in the lectures and further explored through the readings. Formative feedback is provided during seminars.
Assessment: Exam (50%, duration: 3 hours) in the main exam period.
Project (50%, 3500 words) in the LT.

MG463 Half Unit
CEMS Global Management Practice

This information is for the 2017/18 session.
Teacher responsible: Dr Esther Canonico Martin
Availability: This course is compulsory on the CEMS Exchange and Global MSc in Management (CEMS MIM). This course is not available as an outside option.
As a compulsory course for the CEMS MiM : Master's in International Management this course is available only to, and compulsory for, those students on the CEMS MiM programme.
Pre-requisites: It is assumed that the students have already taken introductory Organisational Behaviour or Global Business courses. The 2nd year Master's in Management students are offered these prerequisites during their 1st year.
Course content: This course aims to answer the question "How internationally operating companies such as multinational companies (MNCs) build efficient and effective organisations in order to realise the company's international objectives?" The focus of the course is on cooperation and management in an international context.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Luthans, F., and Doh, J. (2009). International management: culture, strategy, and behavior. London: McGraw-Hill Irwin. Steers, R. M., Nardon, L., and Sanchez-Runde, C. J. (2013). Management across cultures (2nd edition). Cambridge: Cambridge University Press. HD62.4 S81
Assessment: Essay (30%, 1500 words), essay (30%, 1500 words) and project (40%) in the LT.

MG464 Half Unit
CEMS Global Business Strategy

This information is for the 2017/18 session.
Teacher responsible: Dr Christine Cote NAB.4.05
Availability: This course is compulsory on the CEMS Exchange. This course is not available as an outside option.

This course is compulsory for, and only available to, visiting CEMS students.
Course content: The course examines how firms shape their international strategies in an ever-changing global environment. It will consider the context of globalisation with a focus on the relationship between international trade and investment, the emergence of global supply chains and the transformative role played by technology and innovation. It will focus on examining the processes, planning techniques and tools for strategic analysis, strategy formulation and implementation in this global setting. It will seek to understand why and how firms internationalise as well as how they can create and sustain competitive advantage while operating across borders and in different institutional environments. Themes covered in this course will include the growing importance of emerging markets, the role of disruptive technologies in transforming industries, exploiting firm's resources and capabilities and sustaining cross border competitive advantage through strategies of global integration or local adaptation, managing staff across borders and creating shareholder value while ensuring corporate social responsibility.
Teaching: 30 hours of lectures in the MT.
Students on this course will have a reading week in Week 6 of LT, in line with departmental policy
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Baldwin, Richard The Great Convergence. Information Technology and the New Globalisation, Harvard University Press, 2016. Williamson, J. "The New Institutional Economics", Journal of Economic Literature, 2000. Barney, J., 'Firm Resources and Sustained Competitive Advantage', Journal of Management, 1991 Vol 17, No 1, 99-120. Ghemawat, P., 'Managing Differences: The Central Challenge of Global Strategy', Harvard Business Review, 2007. Khanna, T., Palepu, K. and Sinha J., 'Strategies that Fit Emerging Markets', Harvard Business Review, 2005. Kogut, B. and Singh, H., 'The Effect of National Culture on the Choice of Entry Mode' Journal of International Business Studies, 2001. Bartlett, C. and Ghoshal, S., 'Tap Your Subsidiaries for Global Reach', Harvard Business Review, 1986. Bower, J.L. and Christianson, J.L., 'Disruptive Technologies: Catching the Wave', Harvard Business Review, 1995. Porter, M., 'The Five Competitive Forces that Shape Strategy', Harvard Business Review, 2008, Vol 86 issue 1, pp 78-93
Assessment: Essay (40%, 2000 words), project (50%) and class participation (10%) in the MT.
For the group project the total mark (50%) will be comprised of 40% from group mark, with an additional 10% from peer review scores of individual contribution.

MG465 Half Unit
Operations and Managerial Economics

This information is for the 2017/18 session.
Teacher responsible: Dr Ricardo Alonso
Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.
Course content: This course will explore the fundamental foundations of management theory and practice, with a focus on Operations and Managerial Economics.
The first part of the course, Managerial Economics, will teach a rigorous way of thinking about problems, issues and decisions that managers face in each of the functional areas of the organisation, as well as enabling a better understanding of the external business environment in which an organisation operates. This part of the course develops tools that are the foundation of courses in Marketing, Business Strategy, and Finance, which students will take in core courses throughout the rest of the year.
The second part of the course, Operations, will first cover how Operations developed out of Scientific Management, and then focus on productivity and quality. Productivity is concerned with the relationship between inputs and outputs, and how to develop strategies for increasing productivity. Specific topics will include the Seven Sources of Waste, the Financial Value of Productivity, Key Performance Indicators and KPI Trees. Quality covers the common reasons for defects, and implementation techniques for addressing problems of quality and ensuring reliability and standards.
Teaching: 30 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 4 problem sets in the MT.
Indicative reading: T van Zandt; Firms, Price and Markets, available online (2006); S. Estrin et al, Microeconomics, Prentice Hall (2008). D M Kreps, Microeconomics for Managers, W. W. Norton (2004); B. Douglas Bernheim and Michael D. Whiston, Microeconomics, McGraw Hill (2008). Case: 'Mass Production and the Beginnings of Scientific Management', Harvard Business Publishing, 9-391-255.
Assessment: Take home exam (100%) in the MT.

MG472 Half Unit
Global Strategy, Management and Information Systems

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Smithson NAB 3.31, Prof Leslie Willcocks NAB 3.23 and Dr Susan Scott NAB 3.12
Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A basic understanding of business strategy and management and a basic knowledge of information and communication technologies. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations.
Course content: The aim of this core course is to address how organizations arrive at global strategy and its management and execution in a rapidly digitizing business world. Organizations operating globally, regionally and nationally are increasingly highly dependent on information and communication technologies and digitial innovations for fulfilling their missions. This course provides global business management foundations and key insights into the emerging roles of ICTS and digital innovation in contemporary organizations operating internationally.
This course studies the varieties of management practices across regions, and how business management can be conducted internationally. Our teaching approach is, within dynamic global, regional and national contexts, to emphasise the interrelationship between international strategy, digitization and global operations. Having identified distinctive global business management strategies, and market entry approaches, we explore how these are enabled through organizational structures, digitial innivations and strategies and information infrastructures, and implemented through marketing, human resource, R&D, and sourcing operational sub-strategies.
The course provides an examination of how emerging trends in strategy and operations are entangled with current processes of globalization and digitization and what these conditions of possibility mean going forward. The course focuses on: Perspectives on Globalization; Political Economic, Cultural and Legal Environments and Differences; Strategy in Global Context; Organizational Foundations; Global Information Systems and Digital Business Management, including strategic potential, infrastructure, architecture, cybersecurity and data privacy; Entry Strategy and Strategic Alliances; Global Sourcing and Logistics; International Management Challenges especially Projects, Technology, R and D and Innovation; Managing Across Boundaries;

Corporate Social Responsibility and Business Ethics; and Regional Business Strategies and International Trade.
At the end of the course participants will be able to:
1 Understand global, business and digital issues in strategy formulation
2 Analyse business environments at competitive, country, regional and global/societal levels
3 Understand and analyse regional differences and how regional and international trade is conducted
4 Use analytical frameworks for arriving at business and digital strategy
5 Recognise and make recommendations on the strategic potential and impact of information systems and digital innovation in different organizational contexts.
6 Decide how organizations can best enter and evolve in new international markets.
7 Analyse international management issues in operational areas of human resources, marketing, logistics, sourcing, R. and D., and project management
8 Apply ethical standards to issues of corporate social responsibility, sustainability, and digital security and privacy.
9 Participate in managing culture, difference, diversity, across borders.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour of lectures in the ST.
A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Classes are based around reading and discussing selected journal articles from the course reading list. Formative feedback is provided on class participation. A mock examination, with questions from MG472, MG481 and MG487 will be held.
Indicative reading:
• Chaffey, D. - Digital Business and E-Commmerce Management (Pearson: London)
• Galliers, R. and Leidner, D. (eds.) (2009) Strategic Information Management. Routledge, London.
• Ghemawat, P. (2007) Redefining Global Strategy. Harvard Business School Press, Boston.
• Hill, C. (2011) International Business: Competing in The Global Marketplace. McGraw Hill, New York, 8th edition Chapters 1, 5, 6 ,9, 10, 11
• Rugman, A. and Collinson, S. (2012) International Business. FT Prentice Hall, London. 6th edition. Note that each chapter has substantial bibliographies that can be referred to for sources.
• Willcocks, L. (2014/16) Global Business Management Foundations. Brookes Publishing, Stratford, Second/Third edition (Kindle, White Plume publishing and Steve Brookes Publishing versions
Essential Readings to be done on a weekly basis to build up general knowledge:
• The Economist – weekly news and regular relevant special studies.
• The Financial Times – daily world commentary, regular regional/theme special issues and archive.
• The Wall Street Journal – detailed daily world commentary.
The main journals that the 'keen and the curious' may wish to search for additional articles on globalisation, business strategy, management and digital business are:
• Academy of Management Executive
• Academy of Management Review
• Strategic Management Journal
• Long Range Planning
• Journal of Management Studies
• Journal of International Business Studies
• Journal of Management
• Management Information Systems Quarterly
• Executive
• Journal of Strategic Information Systems
• Organization Science
• Management International Review
• Harvard Business Review
• Sloan Management Review
• California Management Review
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Coursework (20%) in the MT.
The individual course assessment will be made based on three pieces of individual course work:
1 A presentation of a key course reading. The student will be assessed on the presentation, the submitted Powerpoint slides and a two page summary of the presentation.
2 A presentation of answers to a key class case study. The student will be assessed on the presentation, the submitted Powerpoint slides and a two page summary of the presentation.
3 Class participation in class exercises, for example development of an Uberization case study, debates.

MG473 Half Unit
Negotiation Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof David Marsden
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course highlights the importance of power, tactics, strategy, information and trust in shaping the structure and outcomes of negotiations. It covers basic negotiation concepts such as distributive and integrative bargaining, sometimes called pie-slicing and pie-expanding approaches, two-party and multi-party negotiation, as well as more advanced issues such as the impact of culture and the psychology of judgement and decision-making. Students will engage in weekly negotiation simulation exercises to help them understand the concepts.
Teaching: 30 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will compile a weekly learning log reflecting on their experience in the negotiation exercises and linking that to the concepts and theories in the literature. Formative feedback is provided on class participation. Students will also complete a formative essay.
Indicative reading: The main text, covering most of the material in the course is: Leigh Thompson, The Mind and Heart of the Negotiator, 6th edn, Pearson, Harlow, 2014. The following are also useful: Roger Fisher and William Ury, Getting to Yes: Negotiating Agreement Without Giving In, Penguin Books, New York, 1981; Ken Binmore, Game theory: A Very Short Introduction, Oxford University Press, Oxford, 2007; and Andrew M. Colman, Game Theory and its Application to the Aocial and Biological Sciences. Routledge, Hove, 1999. Students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.
Assessment: Essay (75%, 2000 words), class participation (10%) and other (15%) in the LT.
The other assessment (15%) is a learning log due in LT.

MG475 Half Unit
Organisational Theory

This information is for the 2017/18 session.
Teacher responsible: Dr Mariana Bogdanova
Availability: This course is compulsory on the MSc in Human Resources and Organisations (Organisational Behaviour).
This course is available on the MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Organizations exert a central force in contemporary work and society. From the rise of large, machine-like bureaucracies in the 19th century to the flat, networked firms of nowadays, different assemblages of people and technology have produced a rich ecology of forms – multinationals, religious sects, Internet companies, R&D laboratories, army squads, etc. The academic study of organizations, or "organization theory," examines these multifarious arrangements and how they influence the life of its members, as well as the markets and societies around them. The course includes classic texts as well as more recent research on organization theory with the aim of helping students understand organizations, their various forms, and how they affect work and society.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will complete a formative assessment using a sample exam question. Details will be provided in class.
Indicative reading: Perrow, Charles. 1986. Complex Organizations, New York: McGraw-Hill, pp. 1-48. Scott, W. Richard. 1998. Organizations: Rational, Natural, and Open Systems, 4th Edition. Upper Saddle River, NJ: Prentice-Hall.
Assessment: Exam (65%, duration: 2 hours) in the main exam period.
Project (35%) in the LT.

MG476 Half Unit Not available in 2017/18
Corporate Social Responsibility and International Labour Standards

This information is for the 2017/18 session.
Teacher responsible: Prof Sarah Ashwin NAB 4.19
Availability: This course is available on the MSc in Accounting, Organisations and Institutions, MSc in Global Politics (Global Civil Society), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Human Rights and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Any social science background.
Course content: Corporate Social Responsibility (CSR) is becoming an expected element of business strategy. This course critically evaluates CSR from a number of perspectives, drawing on material from a variety of different disciplines. Students analyse the emergence of CSR, its theoretical basis, the business case for the adoption of CSR programmes, as well as the social impacts of such policies. The opening lectures of the course focus on globalisation and international labour standards, and provide an understanding of how CSR relates to international regulatory institutions such as the International Labour Organisation. Subsequent lectures focus on the different aspects of CSR mentioned above, as well as topics such as comparative CSR. In terms of the impact and design of CSR policies, the course mainly focuses on issues relating to labour standards, but supplementary material on sustainability is also included. As well as traditional academic readings and case studies, students will critically examine publically available material such as corporate policies and reports. Seminars will follow a mixture of formats including group activities and presentations. The course will include one lecture from a CSR professional.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Formative coursework: One 2,000 word essay in LT.
Indicative reading: Vogel, D. (2005) The Market For Virtue: The Potential and Limits of Corporate Social Responsibility, Washington D.C.: Brookings Institution Press. Crane, A. et al. (2008) The Oxford Handbook of Corporate Social Responsibility, Oxford: OUP. Elliot, K.A. and Freeman, R. (2003) Can Labor Standards Improve Under Globalization?, Washington D.C.: Peterson Institute for International Economics. Locke, R., Qin, F. & Brause, A. (2007) 'Does monitoring improve labor standards? Lessons from Nike,' Industrial and Labor Relations Review, 61, 1: 3- 31.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (35%, 2000 words) and class participation (5%).

MG477 Half Unit
Reward System: Key Models and Practices

This information is for the 2017/18 session.
Teacher responsible: Prof Alexander Pepper NAB4.37
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course will provide an analysis of the types of reward systems commonly used in private and public sector organisations, drawing on economic, psychological and sociological principles, covering all-employee reward, senior executive reward, fixed pay, short-term incentives, long-term incentives, benefits and pensions.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be required to prepare a short paper (maximum 1500 words) during week 7 in connection with the material covered during that week and will receive feedback on their understanding of the issues.
Indicative reading: Course text books
Perkins, S., and White, G (2008 | 2011). Employee Reward: Alternatives, Consequences and Contexts. CIPD, London. (1st 2nd or 3rd editions are all acceptable); White, G and Druker, J (2008) Reward Management – a Critical Text. Second edition. Routledge.
General reading
Gerhardt, B and Rynes, S (2000) Compensation in Organizations, Current Research and Practice. San Francisco, Jossey Bass. Gomez-Mejia, L., Berrone, P., & Franco-Santos,M. (2010) Compensation and Organizational Performance – Theory, research and Practice. M.E. Sharpe. Hallock, K. (2012) Pay – Why People Earn What They Earn (and What You Can Do Now to Make More). Cambridge University Press. Pepper, A. (2015) The Economic Psychology of Incentives. Palgrave Macmillan. Pepper, S. (2006)

Senior Executive Reward – Key Models and Practices. Gower Publishing. Trevor, J. (2011) Can Pay Be Strategic? Palgrave Macmillan.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words).
Class participation (10%) in the LT.

MG478 Half Unit
Globalisation and Human Resource Management

This information is for the 2017/18 session.
Teacher responsible: Prof Sarosh Kuruvilla
Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD) and MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course examines human resource management (HRM) strategies and practices of global corporations, seeking to understand typical approaches and best practices. Anchored in theories about strategic human resource management, comparative institutions and global value chains, the goal of the course is to understand the variety of determinants of global/international HR strategy and practice in a variety of HR domains. In doing so, it provides an international dimension to a variety of topics covered in the introductory HRM course (MG480). In the course modules, we will:

- Evaluate the strategic choices facing global corporations, including the choice between adopting highly centralized or predominantly decentralized HR policies.
- Understand HR considerations in the outsourcing and offshoring of work; and the role of HRM in managing international mergers and acquisitions.
- Analyze how institutions and culture affect HR practices, in particular compensation and performance management strategies.
- Analyze the challenges faced by global corporations in structuring global assignments with specific reference to expatriation and repatriation of global managers, and how corporations are dealing with global talent management.
- Taking a global value chain approach, examine how global firms extend their HRM/ER policies to their supply chain, and evaluate the efficacy of methods to improve labor standards and human rights in global supply chains.

Teaching: 10 hours of lectures and 20 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: During the first week of classes, students will be instructed in the art of case analysis, and will be instructed as to what is required in the case memos. Students may elect to write case memos for week 2, which will be unassessed, but instructors will provide collective feedback.
A formative take-home case analysis will be given in week 4, which will be graded during the reading week and written feedback provided by the marker. This case analysis, is a time-limited project that requires an analysis of the case problem, some independent research on similar problems in the industry, a solution to the case, with empirical and theoretical justification of solution, with implications for industrial practice. The case will be made available to the students on Monday morning of Week 4. The deadline for submission will be Friday afternoon of Week 4 at 4pm.
The objective of the case analysis is to test students' knowledge of course material and the ability to apply that knowledge an analytical way to a practical industrial problem.
Indicative reading: Harzing, A-W.and Ruysseveldt, J.V. (2004) International Human Resource Management, Secnd Edition. London: Sage Publications. Rubery, J. and D. Grimshaw (2003) The organization of employment: An International Perspective. Houndmills, Basingstoke, Hampshire, NY: Palgrave McMillan. Catteneo, O., G. Gereffi, and C. Staritz (2010) Global Value Chains in a Postcrisis World. The World Bank Press. David Marsden. A Theory of Employment Systems: Microfoundations of Societal Diversity. Oxford University Press, 1999.
Assessment: Class participation (10%), other (40%) and take home exam (50%).
The other assessment will be based on case memos. Each student will be expected, in their case memos, to provide an individual solution to the case and provide a theoretical justification for their decision.

MG479 Half Unit
Information Systems for the Public Sector: Digital Government and Service Innovation

This information is for the 2017/18 session.
Teacher responsible: Dr Antonio Cordella NAB3.30
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Management of Information Systems and Digital Innovation, MSc in Strategic Communications and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Course content: Digital government and digital public sector services are the result of the widespread adoption of ICTs, Web processes and social media in public sector organisation - which cumulatively transform and may 'producize' the nature of public services delivered to citizens. This course covers the recent and likely-future major organizational and technology change processes in the government sector. Core topics include: the distinctive aspects of the public administration context for technology-enabled innovation; digital government and public sector reform; public sector ICT innovation and public value creation; the use of ICTs to streamline public services as part of wider business process changes; measuring and growing productivity via digital changes; 'digital by default' services and social media in government; and next-generation shifts to EDGE (Essentially Digital Governance).
Teaching: 20 hours of lectures, 10 hours of seminars and 4 hours of workshops in the LT.
A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Students will be expected to produce 1 essay in the LT.
One 1000-word formative essay to be submitted in week 7.
Formative feedback is also provided on class participation with seminars based around reading and discussing selected journal articles.
Indicative reading:

- Ahn M.J. & Bretschneider S., 2011. Politics of E-Government: E-Government and the Political Control of Bureaucracy. Public Administration Review, 71(3), pp.414–424.
- Alford J. & Hughes O., 2008a. Public Value Pragmatism as the Next Phase of Public Management. The American Review of Public Administration, 38(2), pp.130–148.
- Alfred Tat-Kei Ho, 2002. Reinventing Local Governments and the E-Government Initiative. Public Administration Review, 62(4), pp.434–444..

- Andrew Kakabadse, Nada K. Kakabadse and Alexander Kouzmin, 2003. Reinventing the Democratic Governance Project Through Information Technology? A Growing Agenda for Debate. Public Administration Review, 63(1), pp.44–60.
- Bannister, F., & Connolly, R. (2015). The great theory hunt: Does e-government really have a problem?. Government Information Quarterly.Vol. 32(1)
- Bertot J.C., Jaeger P.T. & Grimes J.M., 2010. Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. Government Information Quarterly, 27(3), pp.264–271.
- Cordella A., 2007. E-government: towards the e-bureaucratic form? Journal of Information Technology, 22(3), pp.265–274.
- Cordella A. & Iannacci F., 2010. Information systems in the public sector: The e-Government enactment framework. The Journal of Strategic Information Systems, 19(1), pp.52–66.
- Cordella A. & Willcocks L., 2012. Government policy, public value and IT outsourcing: The strategic case of ASPIRE. The Journal of Strategic Information Systems, 21(4), pp.295–307.
- Dunleavy P., 2005. New Public Management Is Dead--Long Live Digital-Era Governance. Journal of Public Administration Research and Theory, 16(3), pp.467–494.
- Eriksson O. & Goldkuhl G., 2013. Preconditions for public sector e-infrastructure development. Information and Organization, 23(3), pp.149–176.
- Fishenden J. & Thompson M., 2013. Digital Government, Open Architecture, and Innovation: Why Public Sector IT Will Never Be the Same Again. Journal of Public Administration Research and Theory, 23(4), pp.977–1004.
- Fitzgerald B., 2011. Adopting open source software: a practical guide, Cambridge, Mass: MIT Press.
- Janssen M., Charalabidis Y. & Zuiderwijk A., 2012. Benefits, Adoption Barriers and Myths of Open Data and Open Government. Information Systems Management, 29(4), pp.258–268.
- Kim, B. J. (2015). Political efficacy, community collective efficacy, trust and extroversion in the information society: Differences between online and offline civic/political activities. Government Information Quarterly, 32(1), 43-51.
- Meijer A.J., 2008. E-mail in government: Not post-bureaucratic but late-bureaucratic organizations. Government Information Quarterly, 25(3), pp.429–447.
- Nograšek J. & Vintar M., 2014. E-government and organisational transformation of government: Black box revisited? Government Information Quarterly, 31(1), pp.108–118.
- Oram A., 2011. Promoting Open Source Software in Government: The Challenges of Motivation and Follow-Through. Journal of Information Technology & Politics, 8(3), pp.240–252.
- O'Reilly T., 2011. Government as a Platform. Innovations: Technology, Governance, Globalization, 6(1), pp.13–40.
- Sandoval-Almazan R. & Ramon Gil-Garcia J., 2014. Towards cyberactivism 2.0? Understanding the use of social media and other information technologies for political activism and social movements. Government Information Quarterly, 31(3), pp.365–378.
- Shah R.C., Kesan J.P. & Kennis A., 2008. Lessons for Government Adoption of Open Standards: A Case Study of the Massachusetts Policy. Journal of Information Technology & Politics, 5(4), pp.387–398.
- Shaikh M., 2012. Mutability and Becoming: Materializing of Public Sector Adoption of Open Source Software in Bhattacherjee A. & Fitzgerald B., eds. Shaping the Future of ICT Research. Methods and Approaches, pp.123–140.
- Shaw A., 2011. Insurgent Expertise: The Politics of Free/Livre and Open Source Software in Brazil. Journal of Information Technology & Politics, 8(3), pp.253–272.

Assessment: Essay (100%, 5000 words) in the LT and ST.

MG480 Half Unit

Management of Human Resources: Strategies and Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan Booth NAB4.20
Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.
Course content: The course examines central issues pertinent to the theory and practice of Human Resource Management (HRM). It introduces students to a range of theoretical perspectives which underpin the ways in which organisations manage the employment relationship through the deployment of HRM strategy and policy. From a practice perspective, it reviews challenges involved in the design, implementation and evaluation of both overall HRM strategy and specific practice areas. In this respect we review HR policy and practice in the areas of recruitment and selection, job redesign, pay and rewards, training and development, employee voice and conflict, engagement, retention and attrition, performance management and appraisal, and strategic HRM.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the ST. Students on this course will have a reading week in Week 6, in line with departmental policy
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course. Torrington, et al. (2017). Human Resource Management. 10th edition. If you already have an understanding of Human Resource Management foundations, we recommend the following textbook as it encompasses more than a fundamental text: Boxall, P.; Purcell, J.; & Wright, P. (2008): The Oxford Handbook of Human Resource Management, Oxford University Press. Additional textbooks of interest include: J Baron & D Kreps, Strategic Human Resources: Frameworks for General Managers, John Wiley, New York, 1999. Boxall, P, and Purcell, J. (2016) Strategy and human resource management. 4th ed. Palgrave. Marsden, David (1999) A theory of employment systems, Oxford University Press.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 1500 words) in the LT.

MG481 Half Unit

Innovating Organisational Information Technology

This information is for the 2017/18 session.
Teacher responsible: Dr Carsten Sorensen NAB 3.11 and Dr William Venters NAB 3.13
Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: A basic knowledge of computing, including hardware and software. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations.
Course content: The course provides students with a practical

and theoretical insight into the processes and practices of developing contemporary Information Systems. The course reflects the diversity of contemporary information systems contexts; discussing how we should manage the development of complex Internet enabled systems and services. The course focuses on new technologies and practices including cloud and grid computing, open-source development, Software as a Service, Web2.0 mashups, mobile and ubiquitous information technology, technology to support knowledge work, innovating customer relationship management, mediating mutual adjustment and mass-scale mediated communities. The changing architectures of information systems towards an Internet based cloud are key themes of the course. Attention is however also given to the development of traditional ERP and information management systems which remain important in enterprises. The course also discusses the development challenges in small start-ups leveraging existing development platforms. Particular attention is given to problem structuring and problem design issues within such complex settings using Soft Systems Methodology and the Unified Modeling Language as a toolkit. Agile methods form a core part of the teaching, with Extreme Programming, Rapid Application Development and Internet-speed development contrasted with development formalism such as the Rational Unified Model and Capability Maturity Models. To ensure that students gain practical experience we include a one-week intensive "bootcamp" group Sprint project run during reading week in which outside consultants present a "real-world" case study of systems development and the groups undertake to rapidly analyse and design a proposal for a technical solution. This allows students to support their theoretical understanding with a strong practical experience of the pressures and difficulties of systems development today. The "bootcamp" group project provides a realistic experience of developing systems within a consulting role, and is supported by classes and question and answer session and face to face discussion. Students gain an understanding of the benefits and difficulties of working within a small team under pressure.

Teaching: 20 hours of lectures, 5 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.
8 hours of these lectures, and 5 hours of classes will occur be during the "Bootcamp" Sprint week which runs during reading week (Week 6) of MT.

Formative coursework: Students discuss articles, practice systems development techniques, and critically evaluate their success. Formative feedback is provided on class participation. A mock examination, with questions from MG472, MG481 and MG487 will be held.

Indicative reading:

- Avgerou, C. & T. Cornford, Developing Information Systems: Concepts, Issues and Practice. Macmillan, 1998
- Avison, D. & G. Fitzgerald, Information Systems Development: Methodologies, Techniques and Tools, McGraw Hill, 2006
- Beck, K. and C. Andres (2005). Extreme Programming Explained. Addison-Wesley; Benkler, Y. (2006): The Wealth of Networks. Yale University Press
- Carr, N. G. (2008): The Big Switch. W. W. Norton & Co
- Checkland, P. and J. Poulter (2006). Learning for Action. John Wiley and Sons
- Galliers, B. & W. Currie, ed. (2011): The Oxford Handbook of Management Information Systems. Oxford University Press
- Fowler, M. (2004): UML distilled. Addison-Wesley Professional
- Jarvis, J. (2009): What Would Google Do? Collins
- Mathiassen, L., J. Pries-Heje, & O. Ngwenyama (2000): Improving Software Organizations. Addison Wesley
- Monson-Haefel, R. (2009): 97 Things Every Software Architect Should Know. O'Reilly Media, Inc
- Poppendieck, M. & T. Poppendieck (2003): Lean Software Development. Addison Wesley
- Pralahad, C. K. & M. S. Krishnan (2008): The New Age of Innovation. McGraw-Hill Professional
- Reis, E. (2011): The Lean Startup. Crown Business
- Rittinghouse, J.W. & Ransome, J.F. (2009): Cloud Computing. CRC Press
- Scott, K. (2001). UML Explained. Addison-Wesley; Sommerville, I. (2010): Software Engineering. Addison Wesley.
- Tapscott, D. & A. D. Williams (2007): Wikinomics. Atlantic Books
- Thiel, P. & B. Masters (2014): Zero to One. Crown Business
- Zittrain, J. (2008): The Future of the Internet: And How to Stop It. Allen Lane.

Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (50%) in the MT.
A two-hour unseen examination taken in the ST (50%). The team 'boot camp' project in Week 6 of the MT (50%).

MG482 Half Unit
Innovation and Technology Management

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan Liebenau NAB5.14
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The main focus of this course is on how innovative technologies are managed and their consequences. It includes technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology, financial technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive technologies, project escalation, technological disasters. Economic, systems, managerial and sociological approaches will be compared using a variety of case studies.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Classes are based around reading and discussing selected journal articles and case studies available on or through the course Moodle site. Formative feedback is provided on class participation. In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.
Indicative reading: JJ Howells, The Management of Innovation and Technology, Sage, 2005; J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), The Oxford handbook of innovation (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006; D MacKenzie, Knowing Machines: Essays on Technical Change, MIT Press, 1998; M Bauer (Ed), Resistance to New Technology: Nuclear Power Information Technology and Biotechnology, CUP 1995; M Biagioli (Ed), The Science Studies Reader, Routledge, 1999; H Collins & T Pinch, The Golem at Large: What you should know about technology, Cambridge University Press, 1998; C Perrow, Normal Accidents: living with high-risk technologies, Basic Books, 1984; H Drummond, Escalation in Decision-making: The Tragedy of Taurus, Oxford University Press, 1996; D Mowery & N Rosenberg, Paths of Innovation: technological change in 20th century America, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, Valuing Technology: organisations, culture and change, Routledge, London and New York, 1999; J R Chiles, Inviting Disaster: Lessons from the edge of technology, 2001; P Hall, Great Planning Disasters, 1982; C Sauer, Why Information Systems Fail: A Case Study Approach, Alfred Waller, 1993.
Assessment: Essay (80%, 5000 words) in the LT.
Presentation (20%) in the MT.

MG483 Half Unit
eHealth: Policy, Strategy and Systems

This information is for the 2017/18 session.
Teacher responsible: Dr Anthony Cornford NAB3.29 and Dr Elzbieta Taylor NAB3.37
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Health, Population and Society, MSc in International Health Policy and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no prerequisites. Students should have some appreciation of information management and systems implementation issues, and some understanding of healthcare systems. A short set of readings will be provided for students who require this background understanding.
Course content: This course explores the principal issues faced by healthcare policy makers, healthcare organizations, entrepreneurs and supplier organisations as they plan for and develop healthcare information systems and infrastructures. The course considers systems oriented towards both administrative and clinical activities from the simplest apps to national eHealth infrastructures.
The course is organised as follows: A survey of the history of computer-based systems in healthcare and some comparison with other sectors. The evolution and current state of information systems in primary and secondary care with international comparisons. The electronic patient record and national information infrastructures for health. The development of healthcare policies for systems and infrastructures. Assessing the transformative potential of health information systems. Issues of systems implementation. Selected application domains including electronic prescribing, computers in medicines management, Big Data, telehealth and telecare and new patient roles. Issues of evaluation and building of an evidence base.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.
A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Seminars are based around reading and discussing selected journal articles. Formative feedback is provided on class participation. In addition, students complete a formative proposal for their essay on which written feedback is provided. Feedback on the first coursework will inform the second coursework (essay).
Indicative reading: Berg, M. (2004) Health Information Management: Integrating Information Technology in Health Care Work, Routledge, London. Brennan, S. (2005) The NHS IT Project: The Biggest Computer Programme in the World...Ever, Radcliffe, Oxford. Christensen, C., Grossman, J.H. and Hwang, J. (2009) The Innovator's Prescription. New York: McGraw-Hill, Coiera, E. (2003) Guide to Health Informatics (Second Edition), Arnold, London. Liang, L.L. (2010) Connected for Health: Using electronic health records to transform care delivery. Taylor, P. (2006) From Patient Data to Medical Knowledge: The Principles and Practice of Health Informatics, BMJ Books, London. Timmermans, S. and M. Berg (2003) The Gold Standard: The Challenge of Evidence Based Medicine and the Standardization of Health Care, Temple University Press, Philadelphia. Topol, E. (2012) The Creative Destruction of Medicine: How the digital revolution will create better health care. Basic Books, New York. Trotter, F. and Uhlman, D. (2013) Hacking Healthcare. O'Reilly. Sebastapol CA. Warner, N. (2011) A Suitable Case for Treatment: the NHS and Reform, Grosvenor House. Wootton, R. (2006) An Introduction to Telemedicine. 2nd Ed., Royal Society of Medicine Press Ltd, London.
Assessment: Coursework (20%, 600 words) in February.
Essay (70%, 4000 words) and class participation (10%) in the LT.

MG484 Half Unit Not available in 2017/18
Global Sourcing and Management of Business and IT Services

This information is for the 2017/18 session.
Teacher responsible: Prof Leslie Willcocks NAB 3.23
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: None, but a basic understanding of sourcing principles and of management in organisations is useful. A list of selected readings will be provided for students who require this background understanding.
Course content: The course focuses on global sourcing strategies and practices of corporations and government agencies. It examines these in Europe, Americas and Asia Pacific in the context of increasing globalisation of organisational intent, capabilities and sources of service supply. The course provides an understanding of how international business is pursued, convergence and differences across organisations and countries, business strategies and 'fit' with IT governance and sourcing approaches, and how sourcing of business and IT services is managed, focusing especially on outsourcing and offshoring decisions and implementation.
Teaching: 20 hours of lectures and 9 hours of seminars in the LT.
A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Classes are based around reading and discussing selected journal articles and teaching cases from the course study pack. Formative feedback is provided on weekly class preparation and participation. There is a mock examination.
Indicative reading:
- Cullen, S., Lacity, M. and Willcocks, L. (2014). Outsourcing – All You Need To Know. (White Plume Publishing)
- Oshri, I., Kotlarsky, J. and Willcocks, L. (20152) The Handbook of Global Sourcing and Offshoring (Palgrave, London) - third edition.
- Willcocks, L. Cullen, S. And Craig, A. (2011) The Outsourcing Enterprise (Palgrave, London)
- Willcocks, L. and Lacity, M. (eds) (2009) Outsourcing Information Systems: Perspectives, Practices and Globalization 3 volumes. (Sage, London).- collection of 50 recent refereed journal papers by multiple authors).
- Davenport, T. et al., (2010) Strategic Management In The Innovation Economy: Strategic Approaches and Tools For Dynamic Capabilities, (Wiley, New York).
- Willcocks, L., Venters, W. and Whitley, E. (2014) Moving To The Cloud Corporation. (Palgrave, London)
- Cousins, P. Lamming, R. et al. (2010) Strategic Supply Management : Principles Theory and Practice,. Prentice Hall, London
- Galliers, R. and Leidner, D. (2009) Strategic Information Management. Routledge, London
- Peng, M. And Meyer, K. (2012) International Business.(South Western Gengage Learning, New York)
- Ghemawat, P. (2007) Redefining Global Strategy. Harvard Business School Press, Boston
- Willcocks, L. Rugman, A and Collinson, S. (20142) Global Business Management. (Steve Brookes Publishing)

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG485 Half Unit
Management and Economics of E-Business

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Smithson NAB3.31 and Dr Antonio Cordella NAB3.30
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MSc in Management of Information Systems and Digital Innovation. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: None, but a basic understanding of information systems within organisational contexts is assumed. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations.
Course content: The course discusses managerial, economics and innovation aspects of online business. History and foundations of online business are introduced to discuss the managerial challenges of the different e-business practices: Business-to-consumer (B2C) and Business-to-business (B2B) systems; e-marketing; intermediation; and IT in supply chain management. Economic theories, such as transaction costs and principal agent, are used to discuss the impact of e-business on market structure and organisation. The course introduces practical and management aspects of the impact of diverse technologies on interorganisational relationships, new organisational forms, such as networked organisations, and electronic markets. Strategies for e-business innovation including web 2.0 and similar developments are also discussed.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Classes are based around reading and discussing selected journal articles from the course reading list and case studies. Formative feedback is provided through class presentations and a formative essay of 1000 words on which feedback will be provided.
Indicative reading:
- Andriole S.J., 2010. Business impact of Web 2.0 technologies. Communications of the ACM, 53(12).
- Bharadwaj, A., El Sawy, O. A., Pavlou, P. A., & Venkatraman, N., 2013. Digital business strategy: toward a next generation of insights. MIS Quarterly,37(2), 471-482.
- Blut, M., Beatty, S. E., Evanschitzky, H., & Brock, C., 2014. The Impact of Service Characteristics on the Switching Costs–Customer Loyalty Link. Journal of Retailing, 90(2), 275-290.
- Casadesus-Masanell R. & Ricart J.E., 2010. From Strategy to Business Models and onto Tactics. Long Range Planning, 43(2-3), pp.195–215.
- Chu C. & Smithson S., 2007. E-business and organizational change: a structurational approach. Information Systems Journal, 17(4), pp.369–389.
- Cordella A., 2006. Transaction costs and information systems: does IT add up? Journal of Information Technology, 21(3), pp.195–202.
- Cusumano M.A., 2014. How traditional firms must compete in the sharing economy. Communications of the ACM, 58(1), pp.32–34.
- George, G., Haas, M. R., & Pentland, A., 2014, Big data and management.Academy of Management Journal, 57(2), 321-326.
- Kauffman R.J., Li T. & van Heck E., 2010. Business Network-Based Value Creation in Electronic Commerce. International Journal of Electronic Commerce, 15(1), pp.113–144.
- Kauffman, Robert J.; Li, Ting; van Heck, Eric (2010) Business Network-Based Value Creation in Electronic Commerce. International Journal of Electronic Commerce 15 (1) / Fall
- Koch H., Gonzalez E. & Leidner D., 2012. Bridging the work/social divide: the emotional response to organizational social networking sites. European Journal of Information Systems, 21(6), pp.699–717.
- Mandviwalla M. & Watson R., 2014 Generating capital from social media. MIS Quarterly Executive, Vol.13, No.2, 97-113.
- McElheran, K.,2015. Do market leaders lead in business process innovation? The case (s) of e-business adoption. Management Science.
- Middleton C., Scheepers R. & Tuunainen V.K., 2014. When mobile is the norm: researching mobile information systems and mobility as post-adoption phenomena. European Journal of Information Systems, 23(5), pp.503–512.
- Picot, A., C. Bortenlanger, et al. (1997). "Organization of Electronic Markets: Contributions from the New Institutional Economics." The Information Society: An International Journal 13(1): 107-123.
- Schaupp, L. C., & Bélanger, F., 2013. The Value of Social Media for Small Businesses. Journal of Information Systems, 28(1), 187-207.
- Tay K.B. & Chelliah J., 2011. Disintermediation of traditional chemical intermediary roles in the Electronic Business-to-Business (e-B2B) exchange world. The Journal of Strategic Information Systems, 20(3), pp.217–231.
- Yadav, M. S., & Pavlou, P. A., 2014). Marketing in Computer-Mediated Environments: Research Synthesis and New Directions. Journal of Marketing, 78(1), 20-40.
- Zott C., Amit R. & Massa L., 2011. The Business Model: Recent Developments and Future Research. Journal of Management, 37(4), pp.1019–1042.
- Zott C., Amit R., Massa L. (2011). The business model: Recent developments and future research. Journal of Management, 37: 1019-1042

Assessment: Exam (100%, duration: 3 hours) in the main exam period.

MG486 Half Unit
Social Computing, Data and Information Service

This information is for the 2017/18 session.
Teacher responsible: Prof Jannis Kallinikos NAB 3.24
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course is about the growing importance ordinary users assume in spinning the fabric of the Web. This ongoing social transformation of the Web that is often referred to as social computing is closely associated with the unprecedented diffusion of potent lightweight technologies such as smart phones, tablet computers and wearables and the continuing development of advanced interactive software applications. It is also linked to architectural and other software-based innovations that help construct interoperable information systems and infrastructures. Taken together, these trends set the stage for the transition from a transaction-based Web (e.g. buying items) to a Web in which online interaction and communication become the backbone activity for the production of data and the generation of economic value.
In this context, social media platforms emerge as key entities that mark the social transformation of the Web and the production of services that accommodate a great deal of stakeholders, such as platform owners, platform users and third parties such as advertisers and digital analytics companies. The course deals with the ways by which social media platforms shape user participation to produce a computable data footprint that is used to develop a range of data-based resources and services. The course also shows how social media deploy personalization strategies and how personalization is inherently connected to big data and social data. The course takes a unique approach to social media by examining the data-work they perform and the innovative economic practices they promote. Social media powered

networks, platforms, and infrastructures are at the heart of today's most successful business stories.
The course blends theories, ongoing research insight and real life examples to understand the social and economic implication of these significant developments.
Learning outcomes
• Explain the drives behind social computing
• Describe the technological developments and the architectural principles that govern social computing and the growing involvement of lay publics in the Web
• Link data-based practices with social systems and the digital economy
• Explain how social media platforms operate as business organisations
• Understand information infrastructures and the role they play in sustaining social media platforms and the digital economy
• Describe social media as important actors in the digital economy
• Understand personalization strategies and their implications
• Acquire critical awareness of social data and big data
Teaching: 20 hours of lectures and 9 hours of seminars in the LT.
There is a Reading Week in Week 6. There will be no teaching during this week.
Classes are based around reading and discussing selected journal articles and case studies from the course reading list.
Formative coursework: Written formative feedback is provided on the 500 words proposal for the summative essay.
Indicative reading:
1 Alaimo, C. and Kallinikos, J. (2016). "Encoding the everyday: Social Data and its Media Apparatus", in Big Data is not a monolith: Policies, practices, and problems, Sugimoto, C, Ekbia, H. and Mattioli M. (eds.) Cambridge, MA: The MIT Press, pp. 77-90.
2 Alaimo C. and Kallinikos J., (2017). Computing the everyday, The Information Society 33/4.
3 Brynjolfsson, E. and McAffee, A. (2014). The Second machine age. New York: Norton.
4 Constantiou, I. and Kallinikos, J. (2015). New games, new rules: Big data and the changing context of strategy. Journal of Information Technology, 30 (1).
5 Kitchin, R (2014). The data revolution: Big data, open data, data infrastructures and their consequences. London: Sage.
6 Konstan, J and Riedl, J. (2012) Recommended for you. Spectrum, IEEE, 49(10), 54-61.
7 Parker, G, G, Van Alstyne, M. and Choudary, S. P. (2016). Platform revolution. London: Norton.
8 van Dijck, J. (2013). The culture of connectivity: A critical history of social media. Oxford: Oxford University Press.
9 Weinberger, D. (2007). Everything is miscellaneous: The power of the new digital disorder. New York: Times Books.
10 Zittrain, J. (2008) The future of the internet. New Haven: Yale University Press.
Assessment: Essay (100%, 3000 words) in the LT.

MG487 Half Unit
Innovation and Information Systems: Concepts and Perspectives

This information is for the 2017/18 session.
Teacher responsible: Dr Anthony Cornford NAB 3.29 and Dr Roser Pujadas Comas D Argemir NAB 3.20
Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Media and Communications (Media and Communications Governance) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course explores the theoretical foundations for the study of organizational and social innovation and the particular role of information systems in such change. It integrates concepts and perspectives of innovation from a range of disciplines. In completing this course students should be able to draw critically from existing theories in order to address issues of technology-based innovation, organizational change and information systems management.
The lectures cover literature related to three broad themes: innovation and organizational change; information technology and organizational change; and information technology innovation and socio-economic change. For each of these themes we identify and discuss relevant theoretical concepts and perspectives. The discussion of theories is structured in terms of technical/rational and socially embedded approaches.
Teaching: 10 hours of lectures, 18 hours of seminars and 5 hours of workshops in the MT. 1 hour of lectures in the ST.
A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Seminars are based around reading and discussing selected journal articles Workshops assist students to develop their critical literature review essay, summative essay. Formative feedback is provided on seminar and workshop participation.
In addition, students will complete a formative essay of 2000 words on which feedback will be provided.
A mock examination, shared with MG472 and MG481 will be held.
Indicative reading:
• Brynjolfsson E (2010), Wired for innovation; The MIT Press, Cambridge, MA
• Ciborra, C (1993) Teams, markets, and systems: business innovation and information technology Cambridge, Cambridge University Press.
• Ciborra, C. (2000) From control to drift: the dynamics of corporate information infastructures Oxford, OUP.
• Conway, S. and Steward, F. (2009) Managing and Shaping innovation Oxford OUP.
• Currie, W., and Galliers, R. (1999) Rethinking management information systems: an interdisciplinary perspective Oxford, OUP.
• Fagerberg, J. Mowery,D.C., and Nelson, R. (2005) The Oxford Handbook of Innovation Oxford, OUP.
• Flichy, F. (2007) Understanding Technological Innovation: A socio-technical approach Cheltenham, Edward Elgar.
• Howcroft, D., and Trauth, E.M. (2005) Handbook of critical information systems research: theory and application Cheltenham, Edward Elgar.
• Gawer, A. (ed) (2009) Platforms, Markets and Innovation, Cheltenham, Edward Elgar,
• Latour, B. (2005) Reassembling the social: an introduction to actor-network-theory Oxford, OUP.
• Lloyd-Jones, R., Coakes, E., and Willis, D. (2000) The new SocioTech: graffiti on the long wall London, Springer.
• Mansell, R., Avgerou,C. Quah, D., Silverstone, R. (2007) The Oxford Handbook of Information and Communication Technologies Oxford, OUP.
• Walsham, G. (1993) Interpreting information systems in organizations Chichester, Wiley.
• Weick, K. E. (2001) Making sense of the organization Oxford, Blackwell.
• Willcocks, L., and Mingers, J. (2004) Social theory and philosophy for information systems Chichester, Wiley.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (50%, 3000 words) in the MT.

MG488A
GMiM Capstone Course - Management in Action

This information is for the 2017/18 session.
Teacher responsible: Dr Emma Soane NAB4.02 and Dr Rebecca Newton
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.
Course content: The GMiM Capstone Course builds connections between management theory and practice and equips students with the skills necessary to succeed in their managerial careers. MG488 runs throughout the MSc Management's first and second years.
The MG488A programme comprises ten Capstone lectures throughout the first year. Capstone lectures run fortnightly in MT and LT, and will include sessions led by guest speakers from a range of organisations. Lectures will cover a range of topics such as leadership, strategy and entrepreneurship. Each lecture will contribute to the overall goal of achieving a deeper understanding of how to apply theory to organisational practice.
The remaining five sessions per term comprise optional one to one meetings with a member of the Capstone team from the Department of Management to discuss issues relating to Capstone lectures. In addition to attending sessions, in the first year, each student is assigned to a group of approximately 5 students.
Each group will produce a blog on one of the Capstone lecture topics. A schedule for the group blogs will be made available at the start of the first year. Each group will receive feedback on their assignment. There will also be one 20-minute session for each blog group to discuss the development of their blog with a member of the Capstone team. A schedule of blog group meetings will be made available at the start of the first year.
In the second year, students will attend session(s) that will introduce the term's business projects. Students are also encouraged to attend at least one business project presentation by another team.
Second year students apply the theoretical knowledge and business management skills gained in the first year by working on a business project. This takes place in either MT or LT and culminates in a presentation by each project team to their company sponsors, LSE faculty and student peer group. At the start term of students will be allocated to a client project team, typically comprising 5 or 6 students, supported by a sponsoring executive and a faculty coach, to carry out research on a business question posed by the client company. The actual topic is for the sponsoring organisation to decide and questions have historically been very diverse.
Students have the option of proposing companies as business project company sponsors ("self-sponsored projects") or of developing a viable business plan for an entrepreneurial idea ("entrepreneurial business projects"), although these options must be agreed in advance with the faculty member responsible for business projects to ensure their suitability.
Teaching: 7 hours and 30 minutes of lectures and 7 hours and 30 minutes of help sessions in the MT. 7 hours and 30 minutes of lectures and 7 hours and 30 minutes of help sessions in the LT.
GMiM Capstone Lectures run once a fortnight throughout the Michaelmas and Lent Terms. First year students are expected to attend all sessions. Second year students may choose to attend sessions.
Students on this course will have a reading week in Week 6 of MT and week 6 of LT, in line with departmental policy.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students will produce an individual essay which considers the links between theory and practice. Essay titles will be made available in MT of the first year. Essays will be submitted in LT of the first year.
Indicative reading: Recommended readings will be provided for Capstone lectures when relevant.
Assessment: Essay (25%, 2000 words) in the LT.
Project (65%) in the MT and LT.
Class participation (10%) in the MT and LT.
Attendance at Capstone lectures - 10% of total course marks. Students are required to attend 10 Capstone lectures over the two years of the programme, with credits for attendance attached pro-rata to each session. Students must engage fully with session activities in order to receive attendance credit. It is recommended that students attend the 10 Capstone lectures in the first year of the programme.
Individual Summative Assignment – 25% of the total course marks. In year 2 students will write an academic essay on one of the Capstone lecture topics. Essay questions will be provided by the MG488 course team and will be made available in LT of the second year. Essays must consider application of management theory and practice. Students will submit their essays in LT of the second year.
Group Business Project - 65 % of total course marks. All business projects take place during the second year of study. Business projects are assessed on a group basis under three headings: quality of group presentation; quality of research (including application of theoretical concepts); quality of outcomes (recommendations and solutions) and other deliverables. Of the 65% assessed on the Business project, 5% will comprise an individual mark based on a confidential intra-group peer evaluation exercise. Presentations for students working on their business projects in MT take place during LT. Presentations for students working on their business projects in the LT take place during the first week of ST.

MG488B Half Unit
GMiM Capstone Course - Management in Action

This information is for the 2017/18 session.
Teacher responsible: Dr Emma Soane NAB4.02 and Dr Rebecca Newton
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.
Pre-requisites: Students must have completed GMiM Capstone Course - Management in Action (MG488A).
Course content: The GMiM Capstone Course builds connections between management theory and practice and equips students with the skills necessary to succeed in their managerial careers. MG488 runs throughout the MSc Management's first and second years.
First year students are prepared for MG488B by attending MG488A sessions during the first year of the programme. The MG488A programme comprises five speaker-led sessions for each of MT and LT. The remaining five sessions per term can be used by students to have one to one meetings with a Careers Consultant or a member of the Capstone team from the Department of Management. Second year students are welcome to attend MG488A sessions.
Second year students in MG488B apply the theoretical knowledge and business management skills gained in the first year by working on a business project. This takes place in either MT or LT and culminates in a presentation by each project team to their company sponsors, LSE faculty and student peer group. At the start term of students will be allocated to a client project team, typically comprising 5 or 6 students, supported by a sponsoring executive and a faculty coach, to carry out research on a business question posed by the client company. The actual topic is for the sponsoring organisation to decide and questions have historically been very diverse.
Students have the option of proposing companies as business project company sponsors ("self-sponsored projects") or of developing a viable business plan for an entrepreneurial idea

("entrepreneurial business projects"), although these options must be agreed in advance with the faculty member responsible for business projects to ensure their suitability.
Teaching: 7 hours and 30 minutes of lectures and 7 hours and 30 minutes of help sessions in the MT. 7 hours and 30 minutes of lectures and 7 hours and 30 minutes of help sessions in the LT.
GMiM Capstone Lectures run once a fortnight throughout the Michaelmas and Lent Terms. First year students are expected to attend all sessions. Second year students may choose to attend sessions.
There are two additional introductory sessions of 60-90 minutes each in early MT and LT in which the Business Projects for that term are introduced, as well as a 60 minute Q&A session on the subject of the summative essay in LT.
Students on this course will have a reading week in Week 6 of MT and week 6 of LT, in line with departmental policy.
Formative coursework: The formative assessment will have been completed in the first year in line with the MG488A course guide.
Indicative reading: Recommended readings will be provided for Capstone lectures when relevant.
Assessment: Project (65%) in the MT and LT.
Essay (25%, 2000 words) in the LT.
Other (10%) in the MT and LT.
Attendance at Capstone lectures - 10% of total course marks. Students are required to attend 10 Capstone lectures over the two years of the programme, with credits for attendance attached pro-rata to each session. Students must engage fully with session activities in order to receive attendance credit. It is recommended that students attend the 10 Capstone lectures in the first year of the programme.
Individual Summative Assignment – 25% of the total course marks. In year 2 students will write an academic essay on one of the Capstone lecture topics. Essay questions will be provided by the MG488 course team and will be made available in LT of the second year. Essays must consider application of management theory and practice. Students will submit their essays in LT of the second year.
Group Business Project - 65 % of total course marks. All business projects take place during the second year of study. Business projects are assessed on a group basis under three headings: quality of group presentation; quality of research (including application of theoretical concepts); quality of outcomes (recommendations and solutions) and other deliverables. Of the 65% assessed on the Business project, 5% will comprise an individual mark based on a confidential intra-group peer evaluation exercise. Presentations for students working on their business projects in MT take place during LT. Presentations for students working on their business projects in the LT take place during the first week of ST.

MG492 Half Unit
Data Governance: Privacy, Openness and Transparency

This information is for the 2017/18 session.
Teacher responsible: Dr Edgar Whitley NAB3.32
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course provides a detailed consideration of the key elements of the concept of informational privacy, the open data movement and transparency. These topics lie at the intersection of diverse contemporary issues including, public sector reform, human rights, digital ecosystems and social networking, and the global and national regulation of business. The course content is international in focus, and reviews contemporary issues arising from new technologies, new policies of governments, new practices and business models in the private sector. Topics include personal privacy and identity systems; motivations for information sharing and transparency and its potential for driving beneficial change; transformations in the management of government information and processing practices; the technological and regulatory challenges faced by public sector and business; the protection of sensitive personal data including medical and financial information; data-mining in the context of national security and anti-terrorism policies; communications surveillance policies; behavioural studies of privacy attitudes and the evolution of trust and consent in online environments.
The course enables students to develop their understanding of the challenges presented by new informational regimes, their regulatory development and emerging governance structures.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. A reading week will take place during Week 6. There will be no teaching during this week.
Formative coursework: Classes are based around reading and discussing selected journal articles. Formative feedback is provided on class participation. In addition, students will complete a formative essay plan on which feedback will be provided.
Indicative reading: Samuel Warren and Louis Brandeis, "The Right to Privacy", 4 Harvard Law Review 193 (1890); Solove, DJ Understanding privacy (2008), Harvard University Press, Harvard; Murray, A (2010) Chapter 18: "Data protection" in Information technology law : the law and society Oxford University Press, Oxford;, Stephen Margulis, "Privacy as a Social Issue and Behavioural Concept", Journal of Social Issues, Vol.59, No.2, 2003, pp.243-261; Hazell, R and Glover, M (2011) The impact of Freedom of Information on Whitehall. Public Administration 89(4), 1664–1681. Lew McCreary, "What was privacy?", Harvard Business Review, October 2008; O'Hara, K (2011) Transparent Government, Not Transparent Citizens: A Report on Privacy and Transparency for the Cabinet Office; Orin S. Kerr, "The Fourth Amendment and New Technologies: Constitutional Myths and the Case for Caution", 102 Michigan Law Review 801-888 (2004); Leo Alexander, "Medical Science under dictatorship", The New England Journal of Medicine, July 1949, pp.39-47. and a number of journal articles and some court decisions from the US Supreme Court and the European Court of Human Rights.
Assessment: Coursework (20%, 800 words) and essay (70%, 5000 words).
Class participation (10%) in the LT.
10% class participation.
20% 800 word "blog" article that summarises the key argument of the research essay.
70% 5000 word research essay on an approved topic .

MG493
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Various
Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.
Course content: This course consists of an academic dissertation in which students explore a research question that is grounded in the academic literature. While students will be assigned a dissertation supervisor, the supervisor will only provide guidance as needed – students are expected to take the lead and demonstrate their ability to conduct independent research. Students can also apply for a Links project and, if accepted, will conduct research on an HR question posed by the Links sponsor. More information about Links projects will be provided in class.
Teaching: 15 hours of lectures in the MT.

15 hours of lectures in the MT during Weeks 1 to 5 inclusive. Lectures will explain dissertation requirements and expectations as well as introduce quantitative and qualitative research methods. After Week 5, students will be expected to work independently on preparing a dissertation proposal, to be submitted at the end of the term. Supervisors will be assigned during the first few weeks of LT.
Formative coursework: Students will work with their dissertation supervisors in order to gauge their progress.
Indicative reading: Students will be instructed on how to conduct literature searches in order to find readings relevant to their research project.
Assessment: Dissertation (100%).

MG496
Study Skills and Research Methods

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Smithson NAB3.31
Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.
Course content: This course provides students with both a broader context for the study of information systems as well as the essential skills relevant to the MISDI programme.
Various views of the changing nature and environment of information technology. Research and study skills, team working and other practical skills. Guidance for the dissertation. Seminars by various visiting speakers from academia and industry who discuss a wide range of issues relevant to contemporary information systems.
Teaching: 20 hours of lectures in the MT.
Indicative reading: T Cornford & S Smithson, Project Research in Information Systems, Macmillan, 2nd edn, 2005.
Other books and journal articles will be recommended.
Assessment:
The course is not formally assessed.

MG497 Half Unit
Dissertation: MSc Management and Strategy

This information is for the 2017/18 session.
Teacher responsible: Dr Jorn Rothe NAB5.01
Availability: This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.
Course content: The dissertation consists of a research project within the subject of management. Students work on this project individually under the guidance of a dissertation advisor. The dissertation should make a contribution towards understanding a topic or question related to management based on original analysis and empirical evidence.
Teaching: There will be an introductory meeting, which will set out the requirements for the dissertation, the process, caution of plagiarism, etc. After this meeting students are welcome to approach staff with preliminary ideas in one-to-one meetings.
Formative coursework: Students will receive feedback on a preliminary proposal (to be submitted by the end of Michaelmas Term) and will be allocated a dissertation advisor, under whose guidance they will complete a detailed project proposal by the end of Lent Term. Students work on their dissertation over the summer, with supervision available until the end of the Summer Term.
Assessment: Dissertation (100%, 6000 words) post-summer term.

MG4A1
Introduction to Studying for GMiM

This information is for the 2017/18 session.
Teacher responsible: Prof Alexander Pepper NAB 4.30
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.
Course content: The course is divided into three separate subjects: Statistics, and Quantitative and Writing Skills for Postgraduates. The Statistics course is for all students and covers basic probability and statistics; hypothesis testing; analysis of variance; association, correlation and regression.
Students in the final portion of the course can opt for one of two options: Quantitative Skills, or Writing Skills for Postgraduates. The Quantitative portion of the course is an introductory mathematics course which covers the following topics with application reference to economics and business: Functions, Linear Equations, Natural Logarithm, Comparative Statics Analysis. The Writing Skills sessions are intended to help students who have backgrounds outside the social sciences and humanities make the transition to postgraduate work. Topics covered will include identifying and making an argument and the fundamentals of essay writing.
Teaching: 20 hours of lectures in the two weeks prior to the Michaelmas Term. There will also be some workshops and tutorial sessions for the statistics portion of the course, to support students preparing practical exercises. Rounding out the schedule is a full programme of talks and activities designed to smooth your transition to postgraduate study at LSE.
Indicative reading: Statistics: Statistics: Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoesmith, E. (2009). Statistics for Business and Economics (2nd edition), Hampshire: Cengage Learning. Huff (1991). How to Lie with Statistics. Penguin. Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002). Essential Mathematics for Economic Analysis. Prentice Hall; and Jacques, I. (2010). Mathematics for Economics and Business. (7th edition), Pearson. Writing skills: Wallace, M. and Wray, A. (2011). Critical Reading and Writing for Undergraduates (2nd edition), London: Sage.
Assessment: No formal assessment. Students will sit a mock exam at the end of the statistics course based upon the material to aid learning.

MG4A2 Half Unit Not available in 2017/18
Operational Research and Decision Science in Practice

This information is for the 2017/18 session.
Teacher responsible: Prof Lawrence Phillips and Prof Jonathan Rosenhead
Availability: This course is available on the MSc in Management Science (Decision Sciences). This course is not available as an outside option.
Course content: This course focuses on the key skills needed to be an effective practitioner in Operational Research (OR) and Decision Sciences (DS), and the structured approaches available for formulating (as opposed to solving) problems of complexity, uncertainty and conflict. It is designed to complement the technical methods introduced in the operational research and decision science compulsory courses with both facilitation and process skills, and methods for handling 'wicked' problems.l i
Students will acquire an appreciation of the different conditions under which OR & DS applications take place in practice, and the skills and methods that are needed to make effective interventions in the decision making of organisations. The history and development of OR & DS, as well as its current practice, will be examined to identify key issues affecting the practice of OR

& DS and the role of the OR and DS consultant. Students will identify different kinds of organisation in which OR & DS make important contributions. The structure of these organisations will be studied together with organisational behaviours. The nature of decision making at both the strategic and operational levels will be examined. Students will be provided with an opportunity to explore their own work preferences enabling them to understand how they can best contribute to a work group so it becomes a high-performing team. Students will be introduced to the range of participative problem structuring methods appropriate to problem situations with multiple stakeholders facing uncertainty and conflicting objectives. These methods are aimed at developing a shared view of the problem among the clients, and a joint commitment to action. Students will have opportunities to develop their skills in problem structuring, and to identify the contributions that they can make when working in teams as well as individually.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.
Formative coursework: There will be opportunities in MT to provide answers to test examination questions.
Indicative reading: Rational Analysis for a Problematic World Revisited. Rosenhead & Mingers, Wiley, 2001. Process Consultation Revisited: Building the Helping Relationship. Schein, Reading, MA: Addison-Wesley, 1999. Additional reading matter will be issued for specific sessions.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Essay (20%, 2500 words) in the ST.

MG4A3 Half Unit
Incentives and Governance in Organisations

This information is for the 2017/18 session.
Teacher responsible: Dr Jin Li NAB.5.30
Availability: This course is compulsory on the MSc in Management and Strategy. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Marketing and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A knowledge of Mathematics and Economics.
Course content: The course uses economic theory to gain insight into issues related to internal organisation, structure, and management of firms. The course will draw on various fields including management science, industrial organisation and microeconomics. The course deals with three main topics: (i) the provision of incentives in organisations, (ii) the use of information in markets and firms, and (iii) the relationship between corporate finance and organisational decisions. A major theme concerns the question of how to provide incentives efficiently in organisations. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange. A section of the course deals with capital structure. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.
Teaching: 20 hours of lectures and 8 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with Departmental policy.
Indicative reading: Main texts: Roberts J (2004), The Modern Firm. Organizational Design for Performance and Growth, Oxford University Press, UK; Brealey, RS, Myers, and F Allen (2006), Corporate Finance, 8th edition (older editions are fine too), McGraw-Hill International Edition (US edition is titled "principles of corporate finance"; older versions by Brealey and Myers only).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4A4 Half Unit Not available in 2017/18
Empirical Research Strategy for Managerial Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Yona Rubinstein NAB 5.31
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course addresses the link between a research question, the nature of the available data, the appropriate statistical and econometric methods and the interpretation of the empirical findings.
Using datasets from current research in managerial economics, the course will explain how conceptual ideas are transformed into an empirical research project, and how this project is then implemented.
Topics will include:
1. The statistical modelling of research questions;
(formulation, reduced forms and structural parameters of interest)
2. Identification in controlled experiments;
3. Identification strategies in observational data:
a. cross section: instrumental variables, regression discontinuity design;
b. panel data: fixed and random effects models, differences-in-differences
c. sample selection: structural models and non-parametric approach
Teaching: 20 hours of lectures in the LT.
Students on this course will have a reading week in Week 6, in line with Departmental policy.
Formative coursework: One formative essay (review of an empirical paper, 1000 words), one problem set, mock exam.
Indicative reading: Books:
Angrist Joshua D.and Pischke Jörn-Steffen. Mostly Harmless Econometrics: An Empiricist's Companion, Princeton University Press, 2008. Wooldridge, Jeffrey. Introductory econometrics, South Western College, 5th edn. 2012
Papers:
Angrist Joshua D. and Krueger Alan B. (2001). Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments," Journal of Economic Perspectives 15, 2001, pp. 69-85. Angrist Joshua D. and Pischke Jörn-Steffen (2010). "The Credibility Revolution in Empirical Economics," Journal of Economic Perspectives 24, pp. 3-30. Falk, Armin and James J. Heckman (2009). "Lab Experiments Are a Major Source of Knowledge in the Social Sciences", Science, 326, 23 October, pp. 535-538. Heckman James J. (2001). "Micro Data, Heterogeneity, and the Evaluation of Public Policy: Nobel Lecture", Journal of Political Economy, vol. (109) pp. 673-748. Rosenzweig Mark R. and Wolpin Kenneth I. (2000). "Natural Experiments in Economics", Journal of Economic Literature, Vol. 38, No. 4., pp. 827-874
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 1000 words).

MG4A5 Half Unit
The Analysis of Strategy A

This information is for the 2017/18 session.
Teacher responsible: Prof David De-Meza NAB.5.23
Availability: This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.
Course content: The objective of the two courses (A and B) is to provide students with a critical appreciation of what it takes to be a strategist - in the real world, both within and between firms . The critical aspect of being a strategist is to anticipate and prepare in advance for the possible reactions of other players (e.g. competitors). These two courses will help students to understand how managers in the real world ought to read situations from a strategic angle. In particular, strategy is viewed from the perspective of economics. Besides applications, attention will also be given to conceptual underpinnings.
The course is an amalgam of game theory, economics, and strategic management. After some preliminary material on measuring corporate performance, students will be introduced to ideas of behaviour in strategic situations. A powerful tool to study these situations is game theory, where the emphasis is on outplaying a competitor who is trying to outplay you. Some three lectures and two seminars will be devoted to developing the basic concepts of game theory including Nash and sub-game-perfect Nash equilibrium. The second part of the course will focus on applying these ideas to issues in competitive industries. The third part of the course introduces the concepts of creating and appropriating value, distinctive capabilities and ways to build and maintain competitive advantage. These issues will be deepened further in the accompanying seminars.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with Departmental policy.
Indicative reading: D Besanko, D Dranove & M Shanley, Economics of Strategy, John Wiley, 6th Edition.; A Dixit & B Nalebuff, Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life, Norton, 1998; J Kay, Foundations of Corporate Success, OUP 1995; J Roberts, The Modern Firm:Organizational Design for Performance and Growth, OUP 2007
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4A6 Half Unit
The Analysis of Strategy B

This information is for the 2017/18 session.
Teacher responsible: Dr Jorn Rothe NAB5.01
Availability: This course is compulsory on the MSc in Management and Strategy. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed The Analysis of Strategy A (MG4A5).
Course content: In this course we continue, deepen and extend the analysis of strategy. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction consistently into account. This course aims at a strategic understanding of these situations and the decisions firms face. We will study general principles of strategic thinking, the application of these principles to specific problems and general conclusions we can draw in these situations. This part of the course focuses on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and various dimensions of competition - pricing, capacity choices, research and development and advertising. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions. We then focus on the dynamic aspect of pricing rivalry, in particular collusion and price wars. We will finally discuss the incentives for innovation and market entry and exit decisions. Our approach will be critical throughout, emphasising both the power and the limits of a game-theoretic approach. We will use simple models to clarify the logic of strategic reasoning, and case studies to emphasise the relationship between the analysis of strategy and managerial decision making.
Teaching: 20 hours of lectures and 8 hours of seminars in the LT. 2 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with Departmental policy.
Indicative reading: There is no fully adequate textbook for this course.
The most important text is D Besanko, D Dranove & M Shanley and S Schaefer, The Economics of Strategy, John Wiley (6th edition, 2012). Among the other sources are:
L M B Cabral, Introduction to Industrial Organization, MIT Press (2000); P Ghemawat, Games Businesses Play: Cases and Models, MIT Press (1997); D M Kreps, Game Theory and Economic Modelling, Clarendon Press (1990); J Sutton, Technology and Market Structure, MIT Press (1998). A detailed reading list will be provided at the beginning of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4A8 Half Unit
Strategy for the Information Economy

This information is for the 2017/18 session.
Teacher responsible: Dr Jorn Rothe
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management and Strategy and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Basic knowledge of economics.
Course content: The internet has created many new market opportunities. Web-based technology allows for new kinds of market interactions and products. Understanding the design and functioning of these new markets is central for business strategy. This course develops the relevant economic principles and applies them to the formulation of strategies for the provision of information goods and the design of online market platforms.
The first part of the course is concerned with strategic aspects of the provision of information goods (such as music, software, product reviews, search results). Topics include the pricing of information goods, versioning, switching costs, network effects, lock-ins and the discussion of e-commerce institutions and business models. The second part of the course covers the use and design of online-market transaction mechanisms for business-to-consumer and business-to-business e-commerce. Topics include principles of market engineering, design of standard (online-)auction markets and multi-unit auction markets, reputation and collusion in online markets and matching markets. The course provides a theoretical background and relates theory to various examples and case-studies (such as the design of Google's ad-auctions and eBay's feedback mechanism).
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with Departmental policy.
Formative coursework: Two exercise sets with a mixture of

qualitative and quantitative questions.
Indicative reading: Hal R. Varian: Intermediate Microeconomics, W.W.Norton, 2014 (selected chapters); Carl Shapiro and Hal R. Varian: Information Rules, HBS Press, 1999 (selected chapters). A detailed reading list will be provided at the beginning of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4A9 Half Unit

Foundations of Business and Management for Human Resources

This information is for the 2017/18 session.
Teacher responsible: Sandy Pepper
Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD). This course is not available as an outside option.
Course content: A basic grounding in the key management disciplines for students specialising in Human Resource Management. The aim of the course is for students to acquire a general understanding of the business and managerial context in which human resource management takes place.
Course contents include management theory, theory of the firm, business strategy, accounting and finance. Successful students will become intelligent discussion partners on these subjects and critical readers of financial information and the financial press.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 3 hours of lectures and 3 hours of seminars in the ST.
Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: One formative essay of 1000 words: study of a current business topic through the financial press.
Indicative reading: G. Pearson, The Rise and Fall of Management, Gower Publishing, 2009. Wren & A.G. Bedeian, The Evolution of Management Thought, 6th Edition, Wiley 2009. Atrill, P. & McLaney, E (2013) Accounting & Finance for Non-Specialists. Eighth Edition. Pearson. Boakes, K, Reading and Understanding the Financial Times. Second Edition. Prentice Hall, 2010. Willman, P. (2014) Understanding Management - the Social Science Foundations. Oxford University Press.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 1500 words) in the LT.
Summative essay: study of a current business topic through the financial press.

MG4B1 Half Unit

Corporate Strategy

This information is for the 2017/18 session.
Teacher responsible: Mr Jordi Blanes I Vidal NAB 5.18
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students will need to have some understanding of microeconomics and knowledge of basic statistical methods would be an advantage
Course content: This course is an introduction to the strategic management of modern diversified firms. It studies how the firm's portfolio of products and its internal organisation can be designed to maximise corporate performance.
The course addresses the following questions facing modern managers: what products and activities should the firm focus on? Which tasks should be subcontracted and which should be carried out inside the firm? How should the firm be organised internally in order to coordinate and motivate employees, managers and other stakeholders? How should the firm's scope and internal organisation adapt to changes in the environment?
Teaching: 30 hours of lectures in the LT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be required to undertake the analysis of three Corporate Strategy problems which will be marked and handed back with feedback.
Indicative reading: Corporate Strategy, Tools for Analysis and Decision-Making, Phanish Puranam and Bart Vanneste, First Edition, Cambridge University Press, 2016.
Assessment: Exam (90%, duration: 2 hours) in the main exam period.
Class participation (10%).

MG4B3 Half Unit

International Marketing: A Strategic Approach

This information is for the 2017/18 session.
Teacher responsible: Prof Amitav Chakravarti NAB5.13
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Management and Strategy, MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance), MSc in Operations Research & Analytics, MSc in Social Innovation and Entrepreneurship and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of a simulated case study to develop participant's skills at analysing and making sense of complex real world business situations.
Teaching: 30 hours of seminars in the MT.
Students on this course will have a reading week in Week 6, in line with Departmental policy.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
The formative assessment will be an in-depth case analysis, with two components to it. One component will help prepare participants for the Marketing Project (i.e., more conceptual applications, using social science theories and frameworks to make sense of real-life, messy cases), and the other component will help prepare participants for the Final Exam (i.e., application of theoretical as well as more analytical frameworks and data analysis that has a more clear pattern of right or wrong answers)."
Indicative reading: Baker, M. J. and Saren, M. (eds.) (2014) Marketing theory: a student text. SAGE Publications Ltd. (2nd Edition). Alex Chernev (2011), Strategic Marketing Management (6th edition), Cerebellum Press. Philip Kotler and Gary Armstrong (2001), Principles of Marketing (9th edition), Prentice Hall. Philip

Kotler and Kevin Keller (2011), Marketing Management (14th edition), Pearson PrenticeHall. Homburg, C., Kuester, S. and Krohmer, H. (2009), Marketing Management: A Contemporary Perspective, McGrawHill. Jobber, D. (2010), Principles and Practice of Marketing (6th edition), McGrawHill. Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), Market-driven management: Strategic and operational marketing (2nd edition). London: Palgrave Macmillan
Further references will be provided at the commencement of the course.
Assessment: Exam (50%, duration: 3 hours) in the main exam period.
Project (40%, 2500 words) in December.
Class participation (10%).
The examination will be an open book exam.

MG4B6 Half Unit
Design and Management of Organisations

This information is for the 2017/18 session.
Teacher responsible: Prof Yona Rubinstein NAB 5.31
Availability: This course is compulsory on the MSc in Management and Strategy. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD) and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: In this course we investigate aspects of management and the internal organisation of the firm from birth to end.
What makes a successful entrepreneur? Are managers subject to human biases in decision making?
Our starting point is that entrepreneurs and mangers are human. We neglect neither general heuristics nor biases exhibited by individuals and groups and their impact on firms' performance. We further recognise that they make decisions in situations in which information is not perfect and not symmetrically shared, neither internally with their employees nor externally. We also consider the capabilities of organisations to design management strategies to cope with that.
How can firms attract and select the 'right' employees? Can pay and promotions be structured to screen the best workers and extract their efforts? Should firms develop employees' talent and if so, how? Why do firms from teams and how these are used most effectively? Do experts follow the crowed? Why they turn to be "yes-men"? Can pay incentives be structured to motivate experts to share their private knowledge?
Design and Management of Organisations introduces students to a set of conceptual tools to cope with these key managerial challenges and critically evaluate contemporary management approaches.
The organising principle of much of the content of the course has its conceptual origins in economic strategy and behavioral economics applied to issues that are relevant to management. Additionally we draw upon findings form psychology and sociology. The course complements MG4A3 (Incentives and Governance in Organisations) but can be taken as a stand-alone course.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with Departmental policy.
Formative coursework: Students will be expected to produce 1 problem sets in the LT.
Multiple exercises will be provided throughout the term and will be discussed during lectures and review sessions. In addition a major problem set will be circulated at the end of the week 5. This problem set will be discussed in class for feedback purposes only.
Indicative reading: The first set of slides will be provided during lecture 1 and subsequent sets will be posted online. These slides constitute the backbone of the course. You are expected to flesh out the slides using models, graphs, and examples discussed during the lectures.
Additional readings:
Kenneth J. Arrow. 1973. The Theory of Discrimination, in O. Ashenfelter and A. Rees (eds.), Discrimination in Labor Markets, Princeton, NJ: Princeton University Press. Abhijit V. Banerjee. 1992. A Simple Model of Herd Behavior. The Quarterly Journal of Economics 107(3): 797-817. Nicholas Bloom and John Van Reenen. 2007. Measuring and Explaining Management Practices Across Firms and Countries. The Quarterly Journal of Economics 122(4): 1351-1408. David De Meza and Clive Southey. 1996. The borrower's curse: Optimism, finance, and entrepreneurship. Economic Journal 106: 375-386. James J. Heckman and Yona Rubinstein. 2001. The importance of noncognitive skills: Lessons from the GED testing program. American Economic Review 91(May): 145-149. Erik Hurst and Benjamin W. Pugsley. 2011. What do small businesses do? Brookings Papers on Economic Activity (Fall): 73-118. Daniel Kahneman and Amos Tversky. 1979. Prospect Theory: An Analysis of Decision under Risk. Econometrica 47(2): 263-292. Edward P. Lazear. 2005. Entrepreneurship. Journal of Labor Economics 23(4): 649-680. Ross Levine and Yona Rubinstein. 2015. Smart and Illicit: Who Becomes an Entrepreneur and Do They Earn More? NBER Working Paper No. 19276. Canice Prendergast. 1993. A Theory of 'Yes Men'. American Economic Review 83(4): 757-770.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4B7 Half Unit
Organisational Change

This information is for the 2017/18 session.
Teacher responsible: Prof Jacqueline Coyle-Shapiro
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in African Development, MSc in Development Management, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and Master of Public Administration.
This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course adopts a psychological framework to explore the content, process and outcomes of organisational change. The aim of the course is to provide students with different psychological theories to understand the process and consequences of organisational change and in doing so addresses the following issues: type of organisational change, creating readiness for organisational change and leading change, the change agent, strategies for change, resistance to change and evaluation of and institutionalization of organisational change. Models and frameworks for analyzing and diagnosing change; the role of the change agent, leading change from the top, bottom up change specific interventions; strategies of change; a justice perspective on organisational change; understanding recipients reactions to change; theory and methods of evaluation of organisational change and reinforcing change interventions.
Teaching: 21 hours of lectures and 12 hours of seminars in the LT. 2 hours of lectures and 1 hour and 30 minutes of seminars in the ST.
The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and

students are expected to actively contribute to their syndicate group throughout the year. The course is demanding of students and depends partly upon commitment and willingness to participate fully. The course is taught in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will take part in a mock exam in the LT.
Indicative reading: The course relies heavily on journal articles (for example, Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behaviour, and Journal of Applied Behavioural Science) and the use of case studies. The following book is also useful Oreg, S., Michel, A., & By, T. B., (Eds.) (2013), The psychology of organizational change: Viewing change from the employee's perspective, Cambridge University Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4B8 Half Unit
Evolutionary Psychology and Management

This information is for the 2017/18 session.
Teacher responsible: Dr Satoshi Kanazawa NAB5.33
Availability: This course is available on the MSc in Management and Strategy. This course is available as an outside option to students on other programmes where regulations permit.
Course content: Principles of evolutionary psychology. The nature and limitations of the human brain as an evolved and adapted organ. Evolutionary origins of cognitive biases, and their effects on organisational behaviour. Sex differences in organisational behaviour. The importance of physical attractiveness and general intelligence in organisational behaviour. "Discrimination" in labour market. Evolutionary psychological perspectives on cooperation, reciprocity, altruism, hierarchy, and leadership in modern corporations. Evolutionary origins of organisationally relevant emotions such as envy, spite, and positional bias. This course introduces the evolutionary psychological perspective on business and management. The emerging science of evolutionary psychology sheds entirely new light on, and offers different solutions to, old problems of management, such as glass ceiling, occupational sex segregation, sexual harassment and suboptimal decision making, and points to new potential problems.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy
Formative coursework: One class presentation and one essay based on the class presentation.
Indicative reading: Browne, Kingsley R. 2002. Biology at Work: Rethinking Sexual Equality, New Brunswick: Rutgers University Press; Kanazawa, Satoshi. 2012. The Intelligence Paradox: Why the Intelligent Choice Isn't Always the Smart One. Pinker, Susan. 2008. The Sexual Paradox: Troubled Boys, Gifted Girls and the Real Difference Between the Sexes.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4B9 Half Unit
The World Trading System

This information is for the 2017/18 session.
Teacher responsible: Dr Veronica Rappoport-Redondo NAB5.29
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics and Management, MSc in Management and Strategy, MSc in Risk and Finance and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Basic Knowledge of Mathematics and Economics
Course content: The course studies a key component of the "globalization" process: the negotiation, implementation and implications of international trade agreements (ITAs). These include the World Trade Organisation and the fast-growing web of regional trade agreements. We analyse the challenges and opportunities faced by companies engaged in the global economy in this context. The course relies on recent theoretical and empirical research to gain insight into the motivations for ITAs and their consequences for consumers and firms. Globalisation - trends in the international economy and overview of their causes and effects. The sources of international trade. Trade barriers - restrictions to international trade and their consequences. The economics and politics of international trade agreements. The rules, accomplishments and shortcomings of the GATT/WTO system. Regional trade agreements - motivation, implications, and recent trends. The costs and benefits from exporting for individual firms. Challenges and opportunities for national and multinational firms in the global economy.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: A mock examination will be held.
Indicative reading: Robert Feenstra and Alan Taylor, International Economics, Worth Publishers, 2008. Kyle Bagwell and Robert W. Staiger, "The Economics of the World Trading System," MIT Press, 2004. The World Trade Organisation, "The WTO and preferential trade agreements: From co-existence to coherence," World Trade Report, 2011. Bernard M. Hoekman, Aaditya Mattoo, Philip English (editors), "Development, Trade, and the WTO: A Handbook," World Bank, 2002. Andrew Bernard, J. Bradford Jensen, Stephen Redding and Peter Schott, Firms in International Trade, Journal of Economic Perspectives 21(3), 105-130, 2007.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4C2 Half Unit
Organisational Behaviour

This information is for the 2017/18 session.
Teacher responsible: Dr Tara Reich NAB4.15
Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD), MSc in Human Resources and Organisations (Organisational Behaviour) and MSc in Management (1 Year Programme). This course is available on the CEMS Exchange, MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Marketing and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is available in the Michaelmas Term only.
Course content: This course seeks to understand individual attitudes and behaviour in an organisational context. Specifically, we aim to demonstrate the contribution of a psychological perspective to understanding human behaviour at work by reviewing psychological theories as they apply to organisations and critically evaluating the associated empirical evidence.
Key topics include: personality and individual differences, work motivation, decision-making, rewards systems, psychological contracts, organisational justice, organisational citizenship and

retaliatory behaviour, leadership, groups and group processes and organisational culture.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures and 1 hour and 30 minutes of seminars in the ST.
The teaching is highly participative and includes lectures and seminars. The course is demanding of students and its success depends partly upon student commitment and willingness to participate fully.
Students on this course will have a reading week in Week 6, in line with departmental policy
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: The course relies heavily on journal articles (from, for example, Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behavior). An extensive reading list is provided at the start of the course. No suitable textbook exists but students may wish to consult one of the following:
Kolb, D. A., Osland, J. S., & Rubin, I. M. (2007). The Organizational Behavior Reader (8th ed.). Pearson. Porter, L. W., Bigley, G. A., & Steers, R. M. (2002). Motivation and work behavior (7th ed.). McGraw-Hill. Staw, B. M (2004). Psychological dimensions of organizational behavior (3rd ed.), Prentice-Hall.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4C3 Half Unit
Information Technology and Service Innovation

This information is for the 2017/18 session.
Teacher responsible: Dr Carsten Sorensen
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is limited to 60 students.
Course content: The course aims to give the students theoretical and practical insights into the key issues informing the design of contemporary information technology (IT). The course relates the diversity of the design challenges facing contemporary IT development. The course embraces the shifting conditions for small teams of developers to design significant services in the context of technology-based startups, or as part of entrepreneurship within an existing enterprise or public institution. The design challenges relate to constantly shifting possibilities, for example, for the capture and processing of digital data previously beyond reach, the ability to leverage existing boundary resources (APIs, SDKs etc), and the expanding possibilities for reaching end-users in new ways. The course is constructed as the meeting of theory and practice. The former is constituted by the presentation and discussion of theoretical themes aimed at sharpening the student's ability to reason fundamentally about contemporary design challenges and opportunities. This aspect is also examined through an individual essay. The pratical design skills and primarily honed through a group project running throughout the course. Conducting this group design project will engage students in highly detailed and constructive design discussions leading to an actual design of an IT artifact. The practical design skills sought practiced in the course are related to but largely independent from skills solely aimed at setting and analysing requirements on the one hand, and expressing the design through programming, on the other. The course, therefore neither requires, nor teaches detailed programming techniques, but instead focuses on teaching design skills through practices and to sensitise these design skills through the discussion of pertinent theoretical themes. These themes takes their outset in the increasing complexity of designing IT artifacts as the granularity of technology and data capture is decreasing to enable increasing tracking of more and more granular aspects of human activities, while IT arrtifact design at the same time relates to a variety of personal-, local-, and global communications infrastructures, as well as a variety of possible multi-sided platforms and software middleware layers enabling rapid prototyping of complex designs. Topics addressed will be: Digital infrastructure innovation; Digital platform strategies; Designing technology affordance diversity; Understanding technology performances; Individual interaction intimacy; Amplified teams; The technological organisation; Global crowd innovation with IT; Global technology innovation tussles; Business innovation with information technology. The weekly seminars will consist of presentations and discussions offering students opportunity to critically reflect on theoretical and pragmatic issues related to the subject matter of the course, such as; the IT artifact and ecosystem, the role of IT in business innovation, understanding the paradoxes of technology performances, intimate technology experiences, IT mediated team-working, the IT-enabled organisation, innovating global IT mediated crowds, innovation as organisational tussles, and the role of IT-based innovation for business development.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. A reading week will take place in W6. There will be no teaching during this week.
Formative coursework: Classes are based around both the design group projects, as well as reading and discussing selected journal articles. Formative feedback is provided on class participation.
Indicative reading:
- Arthur, B. (2009): The Nature of Technology. Free Press
- Baldwin, C. Y. and K. B. Clark (2000): Design Rules. MIT Press; Beniger, J. R. (1986): The Control Revolution. Harvard University Press
- Benkler, Y. (2006): The Wealth of Networks. Yale University Press
- Braa, K, C. Sørensen, and B. Dahlbom, ed. (2000): Planet Internet. Studentlitteratur
- Carr, N. G. (2014): The Glass Cage. W. W. Norton & Co
- Ciborra, C. (2002): The Labyrinths of Information. OUP
- Dourish, P. (2001): Where the Action Is. MIT Press
- Elliott, A. and J. Urry (2010): Mobile Lives. Routledge
- Felstead, A., N. Jewson, & S. Walters (2005): Changing Places of Work. Palgrave Macmillan
- Frischmann, B. M. (2012): Infrastructure. OUP; Garud, R., Kumaraswamy, A., & Langlois, R., ed. (2003) Managing in the Modular Age. Blackwell
- Gawer (2009): Platforms, Markets and Innovation. Edward Elgar
- Goffman, E. (1959): The Presentation of Self in Everyday Life. Bantam
- Gratton, L. (2011): The Shift: The Future of Work is Already Here. Collins
- Greenfield, A. (2006): Everyware. Peachpit Press
- Harper, R. (2010): Texture: Human Expression in the Age of Communications Overload. The MIT Press
- Hislop, D., ed. (2008): Mobility and Technology in the Workplace. Routledge
- Hodder, I. (2012): Entangled. John Wiley & Sons
- Mayer-Schonberger, V. (2009): Delete. Princeton University Press
- Mansell, R. (2012): Imagining the Internet
- Mindell, D. A. (2015): Our Robots, Ourselves
- Kallinikos, J. (2006): The Consequences of Information. Edward Elgar
- Kallinikos (2011): Governing Through Technology. Palgrave
- Ling, R. (2008): New Tech, New Ties. The MIT Press
- Norman, D. (1988): The Psychology of Everyday Things. USA: Basic Books
- Norman, D. (2010): Living with Complexity. MIT Press
- Simon (1969): The Sciences of the Artificial. MIT Press
- Sørensen, C. (2011): Enterprise Mobility. Palgrave
- Suchman, L. A. (2006): Human and Machine Reconfigurations. Cambridge University Press
- Tiwana, A. (2014): Platform Ecosystems
- Van De Ven, A. H., D. Polley, R. Garud, & S. Venkataraman (2008):

The Innovation Journey. Oxford University Press
- Weinberger, D. (2008): Everything Is Miscellaneous: The Power of the New Digital Disorder. Henry Holt
- Weizenbaum, J. (1976): Computer Power and Human Reason. Penguin Books
- Yates, J. (1989): Control through Communication. Johns Hopkins University Press
- Zittrain, J. (2008): The Future of the Internet. Allen Lane
- Zuboff, S. (1987): In the Age of the Smart Machine. Basic Books
- Zuboff, S. & J. Maxmin (2002): The Support Economy. Penguin.

Assessment: Project (50%) and coursework (50%, 2500 words).
Assessment for this course consists of a group project (50%) and a 2500 word individual report (50%).
The project has three summative elements: a proposal (10%), a deck of slides (15%), and a technical description (25%).

MG4D1 Half Unit Not available in 2017/18
International and Comparative Human Resource Management

This information is for the 2017/18 session.
Teacher responsible: TBC
Availability: This course is available on the CEMS Exchange, MBA Exchange, MPhil/ PhD in Management, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course deals with the policies that organisations adopt to deal with a range of human resource issues, and develops an international and comparative perspective. The course considers managerial human resource policies in their institutional, social and market contexts in advanced industrial countries. As an integrating perspective, the lectures analyse how different employment systems shape organisations' HR strategies and policies. The course looks at problems of human resource management in international firms, training, migration, knowledge management, rewards, equal opportunities, employment flexibility, participation, and employer collective action all within the context of different types of employment systems.
Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 3 hours of lectures and 3 hours of seminars in the ST.
Students on this course will have a reading week in Week 6, in line with departmental policy
Indicative reading: Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course. Some useful texts include: D W Marsden, A Theory of Employment Systems: microfoundations of societal diversity, Oxford University Press, 1999; Briscoe D. S Schuler R. International human resource management, Routledge, London, 2009; Boselie, Paul, Strategic Human Resource Management: a balanced approach, McGraw-Hill, Maidenhead, 2010. J Baron & D Kreps, Strategic Human Resources: frameworks for general managers, Wiley, New York, 1999; A-W Harzing & J van Ruysseveldt (Eds), International Human Resource Management, 2004; C Crouch, D Finegold & M Sako, Are Skills the Answer? The political economy of skill creation in advanced industrial societies, Oxford University Press, 1999; K Koike, Human resource development; Japanese Economy & Labor Series, No 2, Japan Institute of Labor, Tokyo, 1997; D Rousseau & R Schalk (Eds), Psychological Contracts in Employment: cross-national perspectives, Sage, 2000; J Rubery & D Grimshaw, The Organization of Employment: an international perspective, Palgrave Macmillan, Basingstoke, 2003.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%) in the LT.
Students complete an assessed essay during the Easter vacation, which counts for one third of their assessment, and a summer examination, which counts for two thirds.

MG4D2 Half Unit
International Employment Relations

This information is for the 2017/18 session.
Teacher responsible: Dr Eddy Donnelly - NAB.4.07
Prof Carola Frege - NAB 5.20
Availability: This course is compulsory on the MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: A general knowledge of the social sciences is required.
Course content: The course aims to provide an introduction to the comparative analysis of work and employment relations at national, firm and workplace level throughout the world. It will introduce the dynamics of employment relations across the increasingly global markets, the key concepts and topics surrounding it (such as employee voice, dignity of work, outsourcing, labour conflicts, labour productivity, skills), and the theories required to understand it. The strategies and policies of the main actors will be explored through cross-national comparative analysis. The course will also introduce the main 'models' of employment relations: the US/British, Japanese and European Social Models, as well as models of employment relations in the transitional economies.
The aim of the classes will be to provide an introduction to the comparative analysis of employment relations in a global world. It also ensures that students have both the conceptual and empirical grounding they need to take the options offered in international comparative human resource management and cross-cultural management.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their class groups. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully.
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students have to complete a class presentation.
Indicative reading: C Frege & J Kelly (Eds) Comparative Employment Relations in the Global Economy, Routledge, 2013; G Bamber, R Lansbury & N Wailes (Eds), International and Comparative Employment Relations, 5th edn, Sage, 2011; R Hyman, Understanding European Trade Unionism: Between Market, Class and Society, Sage, 2001; M J Morley, P Gunnigle & DG Collings (Eds), Global Industrial Relations, Routledge, 2006.
Assessment: Essay (40%, 2500 words) in the MT.
Essay (50%, 2500 words) in the LT.
Class participation (10%).

MG4D3 Half Unit
The Dark Side of the Organisation

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan Booth NAB4.20
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange),

MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour) and MSc in Management (1 Year Programme). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Introductory OB course required. MG4C2, MG434, MG105, or equivalent course in another institution. Students will be required to write a paragraph about their motivation for taking this course.
Course content: In this seminar, students will learn about a variety of topics related to the dark side of the organisation, (e.g., substance abuse, violent/aggressive, discriminatory, and retaliatory behaviours, and unethical behaviours/corporate corruption). In organisational behaviour courses, topics covered often explore how behaviours promote beneficial outcomes for the organisation, as well as investigate the precursors to these more positive behaviours. However, not all behaviours and outcomes occurring in the workplace are beneficial and positive for employees and their organisations. Dark side behaviours typically lead to negative outcomes. Those who engage in these negative behaviours generally are aware that their actions can cause harm to others, their employer, and/or to them; hence, the instigator usually has intent. It is imperative that we more fully understand these behaviours and their antecedents and consequences so that we can identify these behaviours, as well as control, prevent, mitigate, or ameliorate their occurrences. In addition to an organisational behaviour approach to the dark side, we will also explore industrial relations perspective.
Teaching: 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Anand, V, Ashforth, B. E., & Joshi, M. 2005. Business as usual: The acceptance and perpetuation of corruption in organizations. Academy of Management Executive, 19, 9-23. Andersson, L. M., & Pearson, C. M. 1999. Tit for tat? The spiraling effect of incivility in the workplace. Academy of Management Review, 24, 452-471. Aquino, K., & Thau, S. 2009. Workplace victimization: Aggression from the target's perspective. Annual Review of Psychology, 60, 717-741. Bacharach, S. B., Bamberger, P. A., & Doveh, E. 2008. Firefighters, critical incidents, and drinking to cope: The adequacy of unit-level performance resources as a source of vulnerability and protection. Journal of Applied Psychology, 93, 155-169. Booth, J. E., Park, T.Y., & Zhu, Luke. (under review) Overcoming negative consequences of workplace victimization: The role of forgiveness and workgroup conflict . Duffy, M. K., Ganster, D. C., & Pagon, M. 2002. Social undermining in the workplace. Academy of Management Journal, 45, 331-351. Frone, M. R. 2008. Are work stressors related to employee substance use? The importance of temporal context in assessments of alcohol and illicit drug use. Journal of Applied Psychology, 93, 199-206. Glomb, T. M., & Liao, H. 2003. Interpersonal aggression in work groups: Social influence, reciprocal, and individual effects. Academy of Management Journal, 46, 486-496. Griffin, R.W., & Lopez Y.P. 2005. "Bad Behavior" in organizations: A review and typology for future research. Journal of Management, 31, 988-1005. Griffin, R. W., & O'Leary-Kelly, A. M. 2004. The dark side of organizational behaviour. San Francisco: Jossey-Bass. King, E. B., Shapiro, J. R., Hebl, M. R., Singletary, S. L., & Turner, S. 2006. The stigma of obesity in customer service: A mechanism for remediation and bottom-line consequences of interpersonal discrimination. Journal of Applied Psychology, 91, 579-593. Pinto, J., Leana, C. R., & Pil, F. K. 2008. Corrupt organizations or organizations of corrupt individuals? Two types of organization-level corruption. Academy of Management Review, 33: 685-709. Ragins, B. R., & Cornwell, J. M. 2001. Pink Triangles: Antecedents and consequences of perceived workplace discrimination against gay and lesbian employees. Journal of Applied Psychology, 86, 1244-1261. Vaughan, D. 1999. The dark side of organizations: Mistake, misconduct, and disaster. Annual Review of Sociology, 25, 271-305.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Essay (35%, 2000 words) and class participation (15%).

MG4D4 Half Unit
Cross Cultural Management

This information is for the 2017/18 session.
Teacher responsible: Dr Hyun-Jung Lee NAB4.12
Availability: This course is available on the MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Social Innovation and Entrepreneurship and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Some background in psychology and organisational behaviour, and/or international business is useful, but not required.
Course content: The ability to communicate cross culturally and understand diverse perspectives is a necessity in order to achieve a competitive advantage in global economy. The aims of the course are to understand the impact of culture on management; to identify the areas in which cultural differences pose challenges as well as opportunities in managing people across cultures; and, to become more self-aware of our cultural conditioning, individual biases and assumptions.
Topics include i) understanding my own and others' cultural conditioning, ii) cultural diversity in teams, iii) international assignments and global career development, iv) leading global organisation with responsibility.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 3 hours of seminars in the ST.
Experiential learning is emphasised and team working is an integral part of the course. The teaching is highly participative. Students will be asked to make presentations and participate in exercise. The course is demanding of students and success depends partly upon student commitment and willingness to participate fully. Students on this course will have a reading week in Week 6, in line with departmental policy
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: The following reading list contains some easily accessible introductory discussions. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. B. Gerhke and M-T. Claes (eds.)(2014), Global leadership practices: A cross cultural management perspective, Palgrave Macmillan; R. Steers et al.(2013), Management across cultures, Cambridge University Press; R Nisbett (2003), The geography of thought, Nicholas Brealey Publishing.
Assessment: Essay (50%), project (40%) and class participation (10%).

MG4D7 Half Unit
Dissertation: MSc MISDI

This information is for the 2017/18 session.
Teacher responsible: All members involved with MSc MISDI are involved in dissertation support.
Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This

course is not available as an outside option.
Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of information systems. The dissertation is a quantitative or qualitative investigation in the field. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their advisor before embarking on any research. The course MG496 Study Skills and Research Methods provides background material on undertaking dissertation work.
Advisors will normally be allocated according to student dissertation proposals. The dissertation advisor will advise the student, help provide information and bibliography and identify likely problems with the proposed research.
Referencing: Details on Group requirements for referencing and paraphrasing and the presentation of the dissertation are given during the MG496 Study Skills and Research Methods course. Students with any queries on this area should contact their dissertation advisor or the MSc Tutor.
Teaching: Teaching for the dissertation comprises two components: MY401: Research Design for Studies in Digital Innovation and MG496: Study Skills and Research Methods. Students must follow both of these courses.
Formative coursework: Students will present their research question, conceptual framework and research design. They will receive feedback from their supervisor and fellow peers.
Assessment: Dissertation (100%, 8000 words) post-summer term.
Two paper copies of the dissertation must be handed in on a specified date in late August. An electronic version of the dissertation must also be submitted. Penalties will be applied to any late submission. The word limit for the dissertation is 8000 words. The dissertation is critical to assessment on the programme.

MG4E2 Half Unit
Marketing Management

This information is for the 2017/18 session.
Teacher responsible: Dr Haider Ali
Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MSc in Management (1 Year Programme). This course is not available as an outside option.
Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of case studies and data analysis to develop participant's skills at analysing and making sense of complex real world business situations.
Teaching: 30 hours of seminars in the MT. 2 hours of seminars in the ST.
Course instruction will be conducted using lectures, case discussions, readings, and analysis of data sets.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
The formative will be an in-depth case analysis, with two components to it. One component will help prepare participants for the Marketing Project (i.e., more conceptual applications, using social science theories and frameworks to make sense of real-life "messy" cases), and the other component will help prepare participants for the Final Exam (i.e., application of theoretical as well as more analytical frameworks and data analysis that has a more clear pattern of right or wrong answers).
Indicative reading:
- Alex Chernev (2011), Strategic Marketing Management (6th edition), Cerebellum Press
- Philip Kotler and Gary Armstrong (2001), Principles of Marketing (9th edition), Prentice Hall
- Philip Kotler and Kevin Keller (2011), Marketing Management (14th edition), Pearson PrenticeHall
- Homburg, C., Kuester, S. and Krohmer, H. (2009), Marketing Management: A Contemporary Perspective, McGrawHill
- Jobber, D. (2010), Principles and Practice of Marketing (6th edition), McGrawHill
- Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), Market-driven management: Strategic and operational marketing (2nd edition). London: Palgrave Macmillan.

Further references, especially for journal articles and case studies, will be provided at the commencement of the course.
Assessment: Exam (50%, duration: 3 hours) in the main exam period.
Project (50%) in the MT.

MG4E4 Half Unit
Analytic frameworks for policy evaluation

This information is for the 2017/18 session.
Teacher responsible: Dr Christine Cote and Prof Richard Bevan
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Priority will be given to students from the Department of Management's MSc programmes for any outside option spaces.
Pre-requisites: Students must have previously studied microeconomics.
Course content: The course will focus on concepts and cases relevant to understanding how to assess costs and benefits of policy options to enable governments to make hard choices. This entails accounting for: costs and benefits across different criteria and at different times, risk and uncertainty, and distributional effects; and designing evaluation to relate to the political process of making decisions.
The course examines three methods of evaluationl: cost benefit analysis (CBA), cost effectiveness analysis (CEA), multicriteria decision analysis (MCDA). It explains the principles of each method and examines case studies to show their strengths and weaknesses. The aim is for students to learn that, for policy analysis, that the concepts of micro-economics are necessary but not sufficient by relating the issues that emerge from the case studies to major intellectual arguments of the 20th Century. These are arguments over the nature of science, positivism, power, efficiency, equity, and justice. The objective is for students to learn what characterises policy analysis that is likely to succeed or fail in enabling governments to make hard choices.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 2 pieces of coursework in the MT.
A presentation as a member of a seminar group in the second week of term.

A detailed essay plan on two pages with introduction, one key paragraph and conclusion written in full on the principle of using markets to assess costs and benefits and problems with this approach.
Indicative reading: The course text is D M Hausman and M S McPherson, Economic Analysis, Moral Philosophy and Public Policy, Cambridge University Press, 2006.
Extracts from standard texts on methods of economic appraisal:
- HM Treasury, The Green Book. Appraisal and Evaluation in Central Government, TSO, 2011
- A Boardman, D Greenberg, A Vining, D Weimer, Cost-Benefit Analysis: concepts and practice, (4th Edition) Harlow: Pearson Education, 2014
- P Goodwin, G Wright, Decision Analysis for Management Judgment (5th edition) Chichester: John Wiley and Sons, 2014

Material on cases studies including:
- N Stern, Why are we waiting?: The logic, urgency, and promise of tackling climate change, MIT Press, 2015.

Extracts from classic works of leading scholars including:
- J Rawls, A Theory of Justice, Oxford University Press, 1971
- T S Kuhn, The Structure of Scientific Revolutions (2nd edn), University of Chicago Press, 1972
- IMD Little, A Critique of Welfare Economics, Oxford University Press, 1973
- T C Schelling, The Strategy of Conflict, Oxford University Press, 1973
- KR Popper, Conjectures and Refutations, Routledge and Kegan Paul (fourth edition), 1973
- R Nozick, Anarchy Sate and Utopia, Blackwell, 1974
- N Daniels, Just health care. Cambridge: Cambridge University Press, 1990
- D W Hands, Reflection without Rules, Cambridge: Cambridge University Press, 2001
- S Lukes, Power: A Radical View, 2nd edn, Palgrave, 2005.

Extracts from official reports and published papers.
Assessment: Essay (50%, 3000 words) in the LT.
Other (20%) and other (30%) in the MT.
The essay (50%, 3000 words) is a critique of the methods used in a case study relevant to an issue in the student's country.
The other (20%) consists of four group presentations as a member of a seminar group in the weekly seminars.
The other (30%) is a policy brief for a minister on a hard choice.

MG4E5 Half Unit

Governance, Markets and Competition in the Delivery of Public Services

This information is for the 2017/18 session.
Teacher responsible: Dr Simon Bastow and Prof Richard Bevan
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Management (1 Year Programme) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Priority will be given to students from the Department of Management's MSc programmes for any outside option spaces.
Pre-requisites: Students must have previously studied microeconomics.
Course content: The course examines competing models of governance in policy and delivery of public services. It looks in particular at the comparative strengths and limitations of three governance models - hierarchies, markets and networks - across different public services, with reference to developed and developing countries.
Strong emphasis is given to the growth and innovation in market and competition mechanisms in the public sector in recent decades: for example, the use of quasi-markets, vouchers, privatisation, Private Finance Initiatives (PFIs) and Public-Privat Partnerships (PPPs), payment by results (PBR); in different public services (hospitals, health insurers, criminal justice, schools, universities and public utilities such as water) to examine their efficacy and impact. The course will also look at networked or co-operative forms of delivery of public services, particularly in response to market failure and emergence of new digital paradigms.
Looking across these different models of governance, the course will consider issues around optimisation of design and integration of models. We will assess strengths and limitations against competing objectives of efficacy, cost control, equity, accountability and quality. The course draws on a range of analytical approaches to do so, including principal/agent problems, the economics of transaction costs and behavioural economics.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
A detailed essay plan of two pages with introduction, one key paragraph and conclusion written in full in preparation for the summative essay.
Indicative reading: Students will be directed to key texts throughout the term. Course literature draws from public policy and governance, the ecomonics of transaction costs and behavioural economics among other disciplines. Some indicative readings throughout the course include:
- AO Hirschman. Exit, voice, and loyalty: Responses to decline in firms, organizations, and states. London: Harvard university press, 1970
- O E Williamson, Markets and Hierarchies, The Free Press, 1975
- O E Williamson, The Economic Institutions of Capitalism: Firms, Markets and Relational Contracting, New York, The Free Press, 1985
- G Roland, Privatization: Successes and Failures, Columbia University Press, 2013
- J Le Grand, The Other Invisible Hand: Delivering Public Services Through Choice and Competition, Princeton University Press, 2007;
- R H Thaler and C R Sunstein, Nudge, Penguin, 2009
- Oliver A (ed) Behavioural Public Policy, Cambridge: Cambridge University Press, 2013
- G A Akerlof, RE Kranton, Identity Economics: How Identities Shape Our Work Wages and Well Being, Woodstock: Princeton University Press, 2010
- M Barber, How to run a government so that citizens benefit and taxpayers don't go crazy, Allen Lane, 2015
- R Rhodes, The New Governance: Governing without Government, Political Studies 44 (4), 1996
- G F Thompson, Between Hierarchies and Markets: The Logic and Limits of Network Forms of Organization, Oxford University Press, 2003
- W W Powell, Neither market nor hierarchy: Network forms of organization, Research in Organizational Behavior 12 (pp 295-336), 1990

Assessment: Essay (50%, 3000 words) in the ST.
Presentation (20%) and policy memo (30%) in the LT.
An essay of 3,000 words critically examining governance of a public service (preferably) in the student's own country (50%).
Presentations as a member of a seminar group in the weekly seminars (20%).
A policy brief for a minister, either for proposed reform or analysis of an existing market-based or network-based model of governance in action (30%).

MG4E7
Business Fundamentals

This information is for the 2017/18 session.
Teacher responsible: Prof Amitav Chakravarti NAB 5.13
Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.
This is a non-assessed introductory course.
Course content: The aim of the introductory Core is to deliver all business prerequisites to incoming students. Broadly, there will be three kinds of course materials covered during these two weeks. Some modules will cover basic statistical knowledge that is becoming absolutely essential in the current age of Big Data. Other modules will explore the various functional arenas (operations, finance, entrepreneurship, strategy, marketing,) and how they integrate within companies and organizations. Besides providing an integrated understanding of how business works, these modules also assist in career planning, coaching for marketing problem solving (e.g., as is common in consulting and/or case study-based interviews), with a broad understanding of the numerous options for internships, employment, companies, functions, and roles.
Teaching: 30 hours of lectures in the MT.
30 hours of teaching over two weeks prior to the Michaelmas Term. Full details of this will be sent to offer holders as part of their offer pack. The schedule will also include a full programme of activities and talks designed to welcome you to the LSE and the MSc Marketing programme.
Formative coursework: No formal assessment.
Indicative reading: Statistics: Statistics: Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoesmith, E. (2009). Statistics for Business and Economics (2nd edition), Hampshire: Cengage Learning. Huff (1991). How to Lie with Statistics. Penguin. Accounting: Boakes, K. (2010). Reading and Understanding the Financial Times. (2nd edition), Harlow: FR Prentice Hall; and Parker, R. (2007). Understanding Company Financial Statements. (6th edition), London: Penguin. Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002). Essential Mathematics for Economic Analysis. Prentice Hall; and Jacques, I. (2010). Mathematics for Economics and Business. (7th edition), Pearson. Writing skills: Wallace, M. and Wray, A. (2011). Critical Reading and Writing for Undergraduates (2nd edition), London: Sage.
Assessment:
No formal assessment.

MG4E8 Half Unit
Principles of Marketing

This information is for the 2017/18 session.
Teacher responsible: Prof Amitav Chakravarti NAB 5.13
Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.
Pre-requisites: Completion of the MSc in Marketing pre-sessional course, MG4E7 Business Fundamentals.
Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of case studies and data analysis to develop participant's skills at analysing and making sense of complex real world business situations.
Teaching: 30 hours of lectures in the MT. 2 hours of lectures in the ST.
30 hours of lectures in the MT, concentrated in weeks 1-5 of term. This course is a pre-requisite to MG4E9 Marketing Analytics I which takes place in the latter part of the MT. 2 hours of review lectures in the ST.
Formative coursework: Students will be expected to produce 1 case study in the MT.
The formative coursework will be an in-depth case analysis, with two components to it. One component will help prepare participants for the Marketing Project (i.e., more conceptual applications, using social science theories and frameworks to make sense of real-life "messy" cases), and the other component will help prepare participants for the Final Exam (i.e., application of theoretical as well as more analytical frameworks and data analysis that has a more clear pattern of right or wrong answers).
Indicative reading:
- Alex Chernev (2011), Strategic Marketing Management (6th edition), Cerebellum Press
- Philip Kotler and Gary Armstrong (2001), Principles of Marketing (9th edition), Prentice Hall
- Philip Kotler and Kevin Keller (2011), Marketing Management (14th edition), Pearson PrenticeHall
- Homburg, C., Kuester, S. and Krohmer, H. (2009), Marketing Management: A Contemporary Perspective, McGrawHill
- Jobber, D. (2010), Principles and Practice of Marketing (6th edition), McGrawHill
- Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), Market-driven management: Strategic and operational marketing (2nd edition). London: Palgrave Macmillan

Further references, especially for journal articles and HBS case studies, will be provided at the commencement of the course.
Assessment: Exam (50%, duration: 3 hours) in the main exam period.
Presentation (40%) and class participation (10%) in the MT.
The presentation will involve a Group Project in the MT.

MG4E9 Half Unit
Marketing Analytics I: Consumer Analysis Fundamentals

This information is for the 2017/18 session.
Teacher responsible: Leandro Galli
Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.
Pre-requisites: Completion of the MSc in Marketing pre-sessional course, MG4E7 Business Fundamentals.
Course content: This course lays down the foundations of Marketing Analytics which is an absolute essential in the age of Big Data. The broad objective of this course is to provide a fundamental understanding of marketing analytics and research methods employed by well-managed firms. The course focuses on integrating problem formulation, research design, questionnaire construction, sampling, data collection and data analysis to yield the most valuable information. The course also examines the proper use of statistical applications as well as qualitative methods, with an emphasis on the interpretation and use of results. Since analytics is the discovery and communication of meaningful patterns in data, this course will also provide students with an analytics toolkit, reinforcing basic probability and statistics while throughout emphasizing the value and pitfalls of reasoning with data. Applications will focus on connections among analytical tools, data, and business decision-making. Advanced analytical tools will be discussed in-depth in the follow-up course Marketing Analytics II.
Teaching: 30 hours of lectures in the MT. 2 hours of lectures in the ST.
30 hours of lectures in the MT, concentrated in weeks 7-11 of term.

This course follows MG4E8 Principles of Marketing which takes place in the first part of the MT. 2 hours of review lectures in the ST.
Formative coursework: Students will be expected to produce 1 case study in the MT.
The formative coursework will be an in-depth case analysis, with two components to it. One component will help prepare participants for the Marketing Analytics Project (i.e., more conceptual applications, using social science theories and frameworks to make sense of real-life "messy" data), and the other component will help prepare participants for the Final Exam (i.e., application of theoretical as well as more analytical frameworks and data analysis that has a more clear pattern of right or wrong answers).
Indicative reading:
- Churchill, Gilbert A. Jr., and Dawn Iacobucci. Marketing Research: Methodological Foundations. 8th ed. Chicago: The Dryden Press, 2002.
- Lehmann, Donald, Market Research and Analysis, Homewood, IL: Irwin (1989)
- Burchill, G. and C. H. Brodi, Voices Into Choices: Acting on the Voice of the Customer, Oriel Incorporated, 1997
- McQuaire, E. F. (1993), Customer Visits: Building a Better Market Focus, Newbury Park, Sage.

Assessment: Exam (60%, duration: 3 hours) in the main exam period.
Presentation (30%) and class participation (10%) in the MT.

MG4F1 Half Unit
Marketing Action Learning Project

This information is for the 2017/18 session.
Teacher responsible: Prof Amitav Chakravarti NAB 5.13
Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.
Pre-requisites: Completion of the MSc in Marketing pre-sessional course, MG4E7 Business Fundamentals.
Course content: For the Marketing Project, each team selects a target issue for an organization and uses the marketing techniques developed in the course to arrive at a recommendation. The Marketing Project is aimed at producing an in-depth report that provides two critical classes of information: (a) Section 1 tells us how a "live" business is being run and what makes it tick (or not) from a marketing value-creation point of view, and (b) Section 2 provides data-based, scientific analysis of what the firm could do better for a more sustainable and competitive future. For details on the Marketing Action Learning Project please see Appendix at the end of this document.
Teaching: 6 hours of lectures in the MT.
Two formal lectures, plus individual appointments through MT, LT and ST with groups to discuss their chosen projects.
Formative coursework: Students will be expected to produce 2 exercises in the MT and LT.
Each term (end of MT and middle of ST) will have a deliverable ("mid-term report") associated with it; the grading of these deliverables (mid-term report 1 and 2) will serve as formative assessments, which will hopefully be used by the students as feedback for the final report.
Indicative reading:
- Building a Marketing Plan, by Ho Yin Wong; Kylie Radel; Roshnee Ramsaran-Fowda, Harvard Business School Publishing.
- Writing Great Marketing Plans, 2005, by T. Caulkins, Kellogg's/ Northwestern University.
- The Marketing Plan Handbook Paperback – 1 Sep 2011 by Alexander Chernev

Assessment: Project (90%) in August.
Class participation (10%) in the MT, LT and ST.

MG4F2 Half Unit
Marketing Analytics II: Analytics for Managing Innovations, Products and Brands

This information is for the 2017/18 session.
Teacher responsible: Prof Om Narasimhan NAB.5.06
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Marketing, MSc in Strategic Communications and TOMNCEMS. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: For MSc in Marketing students - completion of MG4E9 Marketing Analytics I: Consumer Analysis.
For non-MSc in Marketing students - completion of MG4B3 International Marketing: A Strategic Approach or MG4E2 Marketing Management.
Students taking this course are expected to be able to demonstrate a strong foundation in quantitative analysis.
Course content: Marketing managers make ongoing decisions about product features, prices, advertising (online and offline), distribution options, sales compensation plans, and so on. In making these decisions, managers choose from among alternative courses of action in a complex and uncertain world. Increasingly, in this age of Big Data, companies that emerge as market leaders tend to be the ones that employ sophisticated Marketing Analytics. This sequel course in Marketing Analytics will entail a deep-dive into the state-of-the-art Marketing Analytics models that allow managers to make scientific decisions regarding launching new products or innovations and managing more mature products and brands.
Teaching: 30 hours of lectures in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 1 case study in the LT.
The formative coursework will be an in-depth case/mini-dataset analysis, with two components to it. One component will help prepare participants for the Marketing Analytic II Project (i.e., more conceptual applications, using social science theories and frameworks to make sense of real-life "messy" cases), and the other component will help prepare participants for the Final Exam (i.e., application of theoretical as well as more analytical frameworks and data analysis that has a more clear pattern of right or wrong answers).
Indicative reading:
- Lilien GL, Kotler Ph, Moorthy KS. Marketing Models. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. Building Models for Marketing Decisions. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. Market Response Models: Econometric and Time Serie Analysis. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. Marketing Engineering, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. Models and Managers: The Concept of a Decision Calculus. Management Science 1970; 16: B466-B485.

Assessment: Exam (60%, duration: 3 hours) in the main exam period.
Presentation (30%) and class participation (10%) in the LT.

MG4F3 Half Unit
New Media Marketing: Managing Online and Social Media

This information is for the 2017/18 session.
Teacher responsible: Dr Mareike Möhlmann
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), Global

MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Marketing and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: For MSc in Marketing students - completion of the first term of the programme.
For non-MSc in Marketing students - completion of either MG4B3 International Marketing: A Strategic Approach or MG4E2 Marketing Management.
Students taking this course are expected to be able to demonstrate a strong foundation in quantitative analysis.
Course content: Marketing is evolving from an art to a science and decisions in new media are on the forefront of this transformation. This course is aimed at developing state-of-the-art knowledge in the area of online marketing (e.g., Google Adwords, banner ads, etc.) and social media (e.g., Twitter, Facebook, etc.). Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but few firms have the expertise to intelligently act on such information. In this course, students will learn the scientific approach to marketing with hands-on use of technologies such as databases, analytics and computing systems to collect, analyze, and act on customer information. While students will employ quantitative methods in the course, the goal is not to produce experts in statistics; rather, students will gain the competency to interact with and manage a marketing analytics team. We will also look at the importance of networks in these environments with an in-depth introduction to the emerging fields of social dynamics and network science. Using simple yet powerful hands-on interactive models and exercises, the course will cover both theory and applications.
Teaching: 30 hours of lectures in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 1 case study in the LT.
The formative coursework will be an in-depth case analysis of a new media company, with two components to it. One component will help prepare participants for the New Media Project (i.e., more conceptual applications, using social science theories and frameworks to make sense of real-life "messy" cases), and the other component will help prepare participants for the Final Exam (i.e., application of theoretical as well as more analytical frameworks and data analysis that has a more clear pattern of right or wrong answers).
Indicative reading: Larsen and Draper (2015), Internet Marketing Essentials, Digital textbook. Stephen and Bart (2015), Social Media Marketing: Principles and Strategies, Digital Textbook. Multivariate Data Analysis (7th Edition) 7th Edition, by Joseph F. Hair Jr (Author), William C. Black (Author), Barry J. Babin (Author), Rolph E. Anderson (Author)
Assessment: Exam (50%, duration: 3 hours) in the main exam period.
Presentation (40%) and class participation (10%) in the LT.
Exam (50%, duration: 3 hours)
Group Project (40%, assessed presentation) in the LT.
Class participation (10%)

MG4F4 Half Unit
Strategy and Innovation in a Global Context

This information is for the 2017/18 session.
Teacher responsible: Dr Lourdes Sosa NAB 5.19
Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.
Course content: This course focuses on understanding the drivers of differences in profitability among firms in our economy, both in the short and long term. The overarching teaching objective is to learn to design managerial recommendations that can help a firm improve and defend its competitive advantage both immediately and for its future. Consequently, the course's topics are in a necessary sequence moving from short-term concepts such as industry factors to long-term concepts such as disruptive innovation.
A suggested list of topics to be covered by lecture is as follows:
1. Introduction and the Concept of Business Model
2. Average Industry Profitability and Competition
3. Value Proposition and Strategic Resources
4. Cumulative Resources and Internal Organization
5. The Effect of Innovation on Competition and the Concept of Value Innovation
6. Disruptive Innovation and Competence Destruction
7. The Concept of Value Chain and Business Model Innovation
8. Organizational Ambidexterity and Dynamic Capabilities
9. Organizational Complexity and Strategy as "Simple Rules"
10. Fundamentals of Corporate Strategy and Final Remarks
This course provides an introduction to strategic analysis aiming to explain the design of managerial recommendations to improve and defend the competitive advantage of a firm both immediately (cross-sectional analysis) and in the future (longitudinal analysis). It requires significant use of analytical reasoning as well as the ability to switch between considering the big picture and the fine-grained detail. A key step for the learning objectives of the course is the completion of a 1-week trip to an economy where students will be able to see strategy in the making in its full natural context.
Teaching: 10 x 180 minute seminars in the period after exams and summer term plus a week study trip abroad.
Formative coursework: Students will be expected to produce 1 presentation in July.
Indicative reading:
1. Barney, J.B. 1995. Looking Inside for Competitive Advantage. Academy of Management Executive.
2. Christensen, C.M., Bower, J.L. 1996. Customer Power, Strategic Investment and the Failure of Leading Firms. Strategic Management Journal.
3. Dierickx, I., Cool, K. 1989. Asset Stock Accumulation and Sustainability of Competitive Advantage. Management Science.
4. Sosa, L. 2011. From Old Competence Destruction to New Competence Access: Evidence from the Comparison of Two Discontinuities in Anticancer Drug Discovery. Organization Science.
5. Winter, S.G. 2003. Understanding Dynamic Capabilities. Strategic Management Journal.
Assessment: Essay (100%, 2000 words) post-summer term.
This course is assessed on a report that makes use of the concepts from the course and their application illustrated in the international trip. Details will be discussed during lectures.

MG4F5 Half Unit
Business in the Global Environment

This information is for the 2017/18 session.
Teacher responsible: Dr Veronica Rappoport-Redondo NAB 5.29
Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.
Course content: In this course we study two key components of the process called 'globalisation'. First, we consider the negotiation, implementation and implications of international trade agreements. These include the World Trade Organisation and the fast-growing web of regional trade agreements. Second, we look at the process of globalisation at the level of industries, firms and nations. We seek a solid understanding of the external, economy-wide factors that affect the performance and management of firms in today's global economy. The course relies on recent theoretical and empirical research. Topics include the changing structure of industries, the response of companies, both those based in the advanced industrial countries and those based in emerging markets, to increasing international competition; and the differences between countries in their institutions and policies.
Course topics:

1) Globalisation: trends in the global economy, overview of their causes and effects
2) The workings, accomplishments and shortcomings of the GATT/WTO system
3) Trade barriers: causes and consequences of restrictions to international trade
4) The economics and politics of international trade agreements
5) Implications of trade agreements for national and multinational firms
6) Location of Production: Theory of Comparative Advantages
7) Location of Production: Factor Endowments across countries
8) Location of Production: Testing empirically the predictions of the theory
9) Location of Production: Empirical Analysis, institutions as a source of competitive advantage
10) Foreign Direct Investment and International Contracts

Teaching: 10 x 180 minute seminars in the period after exams and summer term
Formative coursework: Students will be expected to produce 2 problem sets in July.
Indicative reading: Giorgio Barba Navaretti & Anthony J Venables, Multinational Firms in the World Economy, Princeton, 2004. Robert Feenstra and Alan Taylor, International Economics, Worth Publishers, 2008. Kyle Bagwell and Robert W. Staiger, "The Economics of the World Trading System," MIT Press, 2004. The World Trade Organisation, "The WTO and preferential trade agreements: From co-existence to coherence," World Trade Report, 2011.
Assessment: Project (40%) in August.
Take home exam (60%).

MG4F6
Leadership in Practice

This information is for the 2017/18 session.
Teacher responsible: Mr Dan White
Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.
This is a core, non-assessed module in the summer.
Course content: This is a leadership development course intended to build specific skills required by leaders in organisations. Students who want to understand leadership theory should take MG4D5 Leadership: Theory and Practice during Lent Term as this course will not cover leadership theories. Each session of this course will focus on a different skill, including coaching, team leadership, performance management, presentation skills, upward management, giving and receiving feedback, and facilitating creativity. The instructor will provide a framework for learning the skill, then students will engage in interactive exercises to practice the skill and give each other feedback. By the end of the course, students will have acquired a set of leadership skills along with individual feedback from their peers that helps them gauge how well they have learned those skills.
Teaching: 6 x 180 minute seminars in the period after exams and summer term.
Formative coursework: Students will practice the leadership skills in class and receive feedback from their peers and the instructor. They will keep a learning log and use that information to complete a personal development plan (PDP) at the end of the course.
Indicative reading: There is no required textbook for this course. For students who are interested, a recommended textbook is: Yukl, G.A. (2012) Leadership in Organizations, 8th ed. Essex: Pearson Education Limited.
Assessment: This is a non-assessed course.

MG4F7 Half Unit
Business Analysis

This information is for the 2017/18 session.
Teacher responsible: To be confirmed.
Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.
Course content: The course is designed to achieve an understanding of fundamental notions of data presentation and data analysis and to use statistical thinking in the context of business problems. The course deals with modern methods of data exploration (designed to reveal unusual or problematic aspects of databases), the uses and abuses of the basic techniques of inference, and the use of regression as a tool for management and for financial analysis.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 project in the MT.
The formative will be an in-depth coursework, with two components to it. One component will help prepare participants for the Project (i.e., an application of a statistical technique to solve a company problem or research question), and the other component will help prepare participants for the Final Exam (i.e., a small problem set on which they will be tested).
Indicative reading:
- Statistics for Business Decision Making and Analysis, by Robert Stine and Dean Foster (S & F) second edition Pearson.
- An Essential Guide to Business Statistics by Dawn A. Willoughby April 2015
- Applied Business Statistics: Making Better Business Decisions, 7th Edition International Student Version
- Basic Econometrics, Oct 8, 2008 by Damodar Gujarati and Dawn Porter
- Multivariate Data Analysis (7th Edition), Joseph F. Hair Ronald L. Tatham Rolph E. Anderson William Black

Assessment: Project (35%, 3000 words), class participation (15%) and take home exam (50%) in the MT.

MG4F8 Half Unit
Social Innovation and Entrepreneurship II

This information is for the 2017/18 session.
Teacher responsible: Prof Saul Estrin NAB 4.24
Economic approaches - Saul Estrin
Quantitative Methods - Yally Avrahampour
Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.
Course content: The course is a rigorous examination of key insights, concepts and theoretical frameworks that are essential in understanding social innovation and enterprises. Students learn to understand, synthesise and relate these insights, concepts and theoretical frameworks to real-life empirical phenomena and problems through interactive lectures, facebook discussions, cases, empirical studies, videos, but most importantly building to individual design or consulting projects on actual management problems for social innovation and enterprise in the capstone/dissertation course.
More specifically, students learn:
- Key theoretical approaches (economic and quantitative methods which comprise accounting and quantitative statistics) to understanding social innovations and entrepreneurship;
- Empirical findings - typically from recent management research and related fields; this is a young field - on how management aspects of social innovations and enterprises are associated with social impact;
- A rigorous synthesis of the most important marketing and organisational behaviour (e.g. leadership, motivation, team development) insights, concepts, theoretical approaches to set-

up, manage, and scale up social innovation and enterprises;
- Relating theoretical and methodological insights, concepts and frameworks for social innovation and enterprise to real world phenomena and social problems, through a group project;
- Also importantly this course provides essential knowledge for the individual design or consulting projects on actual management problems for social innovation and enterprise in the capstone/ dissertation course.

Teaching: 30 hours of lectures in the LT.
Five weeks will focus on core insights from economics applied to social enterprises (such as scale) and the other five weeks will focus on quantitative methods (accounting and quantitative statistics) to address issues related to the double bottom line (abbreviated as DBL or 2BL) which seeks to extend the conventional bottom line, that measures social enterprise performance with respect to social impact.
An introductory session will take place prior to the commencement of the quantitative methods portion of the course.
Formative coursework: Students will be expected to produce 1 essay in the LT.
The formative essay is a voluntary 'pre-run' of a summative essay, where the academic insights of the course are combined and synthesised with new insights sourced from academic literature by the student. Students receive feedback on their formative essay in the same way they get feedback on the summative essay.
Indicative reading: J. Adam Cobb, Tyler Wry, and Eric Yanfei Zhao, Funding Financial Inclusion: Institutional Logics and the Contextual Contingency of Funding for Microfinance Organizations, ACAD MANAGE J amj.2015.0715. Emerson J 2003, 'The blended value proposition: Integrating social and financial returns', California Management Review, vol. 45, no. 4, pp. 35-51. Husted BW and de Jesus Salazar, J 2006, 'Taking Friedman seriously: Maximizing profits and social performance', Journal of Management Studies, vol. 43, no. 1, pp. 75-91. Mark R. Kramer, "Measuring Innovation: Evaluation in the Field of Social Entrepreneurship," April 2005, http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/report-kramer.pdf
Assessment: Essay (90%, 3000 words) and class participation (10%) in the LT.

MG4F9 Half Unit
Social Innovation and Entrepreneurship I

This information is for the 2017/18 session.
Teacher responsible: Prof Harm Barkema NAB 4.24
Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.
Course content: The course is a rigorous examination of key insights, concepts and theoretical frameworks that are essential in understanding social innovation and enterprises. Students learn to understand, synthesise and relate these insights, concepts and theoretical frameworks to real-life empirical phenomena and problems through interactive lectures, facebook discussions, cases, empirical studies and videos. In a very practical sense, students will apply this knowledge in a group marketing project and will grapple with effecting social change in relation to such topics as team management, motivation and cross-sector collaboration in the OB portion of the course.
More specifically, students learn:
- Key theoretical approaches (viz organisational behaviour and marketing) to understanding social innovations and entrepreneurship;
- Empirical findings - typically from recent management research and related fields; this is a young field - on how management aspects of social innovations and enterprises are associated with social impact;
- A rigorous synthesis of the most important marketing and organisational behaviour (e.g. leadership, motivation, team development) insights, concepts, theoretical approaches to set-up, manage, and scale up social innovation and enterprises;
- Relating theoretical and methodological insights, concepts and frameworks for social innovation and enterprise to real world phenomena and social problems, through a group project;
- Also importantly this course provides essential knowledge for the individual design or consulting projects on actual management problems for social innovation and enterprise in the capstone/ dissertation course.

Teaching: 15 hours of lectures in the MT.
Five weeks will focus on core insights from organisational behaviour and five weeks will focus on marketing with the aim of imparting key managerial knowledge and skills required to catalyse the changes required to launch and lead successful entrepreneurial ventures in social innovation.
Reading week in Week 6 in line with Department of Management policy.
Formative coursework: Students will be expected to produce 1 essay in the MT.
The formative essay is a voluntary 'pre-run' of a summative essay, where the academic insights of the course are combined and synthesised with new insights sourced from academic literature by the student to analyse a real life case. Students received feedback on their formative essay in the same way they get feedback on the summative essay.
Indicative reading: Karnani, A., 2007. The Mirage of Marketing to the Bottom of the Pyramid: How the Private Sector Can Help Alleviate Poverty. California Management Review 49 (4), 90-111. Madeline Powell, Stephen P. Osborne, "Can marketing contribute to sustainable social enterprise?", Social Enterprise Journal, (2015) Vol. 11 Iss: 1, pp. 24-46. WK Smith, ML Besharov, AK Wessels, M Chertok (2012). A paradoxical leadership model for social entrepreneurs: Challenges, leadership skills, and pedagogical tools for managing social and commercial demands. Academy of Management Learning & Education 11 (3), 463-478. Fehrler, Sebastian and Michael Kosfeld, [2012], ìPro-Social Missions and Worker Motivation: An Experimental Study, î IZA DP No. 6460. Alvord, Sarah H. Brown, L. David and Letts, Christine W (2004) **Social Entrepreneurship and Societal Transformation: An Exploratory Study**. The Journal of Applied Behavioral Science, September 2004; vol. 40, 3: pp. 260-282.
Assessment: Project (45%, 2500 words) and class participation (10%) in the MT.
Essay (45%, 2500 words) in the LT.

MG4G1 Half Unit
Understanding Social Problems for Innovation and Entrepreneurship

This information is for the 2017/18 session.
Teacher responsible: Prof Harm Barkema NAB 4.24
Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.
Course content: A key insight of social innovation and enterprise is that the type of management solution (unlike traditional management solutions) depends entirely on – and varies with – the type of social problem at hand. Hence, social innovation and enterprise starts with understanding the social problem it seeks to address. This course starts with a rigorous examination of key insights, concepts and theoretical frameworks (economic, psychological, sociological perspectives) that are essential in understanding social problems for social innovation. Applied to globally identified core challenges: the Sustainable Development Goals (on poverty, health, education, and the natural environment). The theory will be taught through interactive lectures, FB discussions where students post and discuss new contributions, cases, empirical studies, and videos.
Next, the course continues with classes teaching (qualitative) methodologies, methods and tools, which are applied by student teams to a real life case/problem in one of the SDG domains and

presented and discussed in class as a pedagogical device.
Finally, two integration classes, where student teams synthesize and apply theory (insights, concepts, frameworks) and methodology (methods, tools) to their real life case/problem and develop an initial proposal for social innovation and enterprise, presented and discussed in class.
More specifically, students learn:
- Key theoretical approaches (economic, psychological, sociological) to understanding social problems underlying social innovation and entrepreneurship;
- How to apply these core theoretical approaches to a broad but important class of real life challenges, as addressed by the Sustainable Development Goals;
- Empirical findings – from social science research – on how social problems differ across contexts (cultural, economic, sociological, political);Core methodological approaches (methods and tools of qualitative analysis) to analyse real-life social problems;Synthesizing and relating theoretical and methodological insights, concepts, and frameworks, to understanding social problems, as applied to a real life case;
- More fundamentally, learning how and why management solutions in the domain of social innovations and social enterprise are not generic but always 'contextualized,' and depend on the specific social problem, and how core theoretical approaches and methodologies can be used to develop an evidence-based understanding of the local social problem at hand, as a starting point for designing social innovations and enterprises (developed further in MG4G2 Social Innovation Design).

Teaching: 15 hours of lectures and 15 hours of classes in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
The formative essay is a voluntary 'pre-run' of the individual summative essay, where the academic insights of the course are combined and synthesized with new insights sourced from the academic literature by the student to (theoretically) analyse a real life social problem (with suggestions for which methodology to apply & how and why). Students receive feedback on their formative essay in the same way they get feedback on the summative essay (although for the summative essay, they are not allowed to select the same social problem again).
Indicative reading: Beteille, A. (2003). Poverty and inequality. Economic and Political Weekly, 4455-4463. Wright, E.O., 2009, Understanding class, New Left Review, Nov-Dec. Banerjee, A. V., & Duflo, E. (2007). The economic lives of the poor. The journal of economic perspectives: a journal of the American Economic Association, 21(1), 141. Dolan, C. and M.J. Johnstone-Louis, 2011, Re-siting Corporate Responsibility: The Making of South Africa's Avon Entrepreneurs, Fiscaal: European Journal of Global and Historical Anthropology, 60 (Summer) 21-33. Dolan, C., Johnstone-Louis, M., & Scott, L. (2012). Shampoo, saris and SIM cards: seeking entrepreneurial futures at the bottom of the pyramid. Gender & Development, 20(1), 33-47. Morduch, J. (1999). The microfinance promise. Journal of economic literature, 37(4), 1569-1614. Shakya, Y. B., & Rankin, K. N. (2008). The politics of subversion in development practice: an exploration of microfinance in Nepal and Vietnam. The Journal of Development Studies, 44(8), 1214-1235.
Assessment: Project (45%), essay (45%, 1500 words) and class participation (10%) in the MT.

MG4G2 Half Unit
Social Innovation Design

This information is for the 2017/18 session.
Teacher responsible: Prof Harm Barkema NAB 4.24
Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.
Course content: The course provides a rigorous overview of insights, concepts, frameworks, methods and tools for social innovation design, ranging from business model innovation to social innovation. The pedagogy implies interactive class and FB discussions (with other students and our social innovation and enterprise alumni), cases, videos, and most importantly, synthesizing insights and relating them to real life social (or environmental) problems by designing a new social enterprise.
This course – in the Lent term – directly builds on the MT courses MG4G1 Understanding Social Problems for Innovation and Entrepreneurship and MG4F8 Social Innovation and Entrepreneurship I. This course will have the same student teams as in MG4G1 Understanding Social Problems for Innovation and Entrepreneurship that culminated in developing an actual, initial idea/ proposal for problem-based intervention. This proposed idea is the starting point for the management design project in this course.
More specifically, students learn:
- Empirical findings – typically from recent management research and related fields; this is a young field – on social implications of a variety of social innovation designs; moderators; how these implications differ across contexts (cultural, economic, sociological, political);
- A rigorous framework synthesizing insights, concepts, methodologies/frameworks, and tools for social innovation design, including for extreme affordability (based on the course material developed at the LSE over the past ten years in MG437 and MG438, and other LSE courses);
- Synthesizing and relating theoretical and methodological insights, concepts, and frameworks for social innovation and enterprise to real world phenomena and problems, by designing an actual social enterprise;
- How social innovation designs are contingent – and can vary strongly – depending on the identified social problem.

Teaching: 15 hours of lectures and 15 hours of classes in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
The formative essay is a voluntary 'pre-run' of the summative essay, where the academic insights of the course are combined and synthesized with new insights sourced from the academic literature by the student to design an actual social enterprise. Students receive feedback on their formative essay in the same way they get feedback on the summative essay (although for the summative essay, they are not allowed to select the same design again).
Indicative reading: Abrahamson, E., 1996, Management Fashion, Academy of Management Review, vol. 21, 254-285. Abrahamson, E. and Fairchild, 1999, Management Fashion: Lifecycles, Triggers and collective learning processes, Administrative Science Quarterly, 708-740. Ana María Peredo and James J. Chrisman, Toward a Theory of Community-Based Enterprise, ACAD MANAGE REV April 1, 2006 31:2. Johnson, M. W., Christensen, C. M., Kagermann, H. , 2008. Reinventing your business model. Harvard Business Review 86(12), 50-59. Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building social business models: lessons from the Grameen experience. Long range planning, 43(2), 308-325. Dees, J. G., Anderson, B. B., & Wei-Skillern, J. (2004). Scaling social impact. Stanford social innovation review, 1(4), 24-32. Seelos, C., & Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. Business horizons, 48(3), 241-246.
Assessment: Project (45%), essay (45%, 1500 words) and class participation (10%) in the LT.

MG4G3 Half Unit
Designing and Managing Change in the Public Sector (H)

This information is for the 2017/18 session.
Teacher responsible: Dr Simon Bastow NAB 4.19
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS

MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Priority will be given to students from the Department of Management's MSc programmes for any outside option spaces.
Course content: The course focuses on important challenges for governments in both developed and developing countries in being able to design and manage transformative change in their public sector systems. Pressures on these governments to tackle 'wicked' problems, become more productive, build capacity, be more agile or innovative, or respond to rapidly changing environments make it ever more important that change is designed and managed carefully, and with some degree of success. The course looks at factors explaining governments' ability to adapt strategically to rapidly changing external environments, and also examines why public sector organisations may succeed or struggle in designing and delivering large-scale programmes of change.
MG4G3 integrates key theory, concepts, and extensive empirical case-based material. It introduces design-based and holistic approaches to change, examines important component aspects, and discusses limitations that constrain governments and public sector organizations in their ability to design, manage and ultimately deliver successful change.
The course looks at these challenges primarily from this perspective of the senior public sector officials involved, working at the interface of high politics, policy making, and operational delivery. It draws on cases from a wide range of sectors and policy areas, particularly core areas of public sector services such as criminal justice, health, welfare and defence. The course covers a broad range of literature and cases from developed and developing countries.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
Students on this course will have a reading week during Week 6, in line with Department of Management policy..
Formative coursework: Students will receive feedback on class seminar presentations in the MT.
Students will have the option to submit a formative essay by the end of the MT.
Indicative reading: Students will be directed to key texts throughout the term. Course literature draws from public policy and governance, management economics, public management and administration and organizational psychology amongst other disciplines. Some indicative readings throughout the course include:

- Kelman, Steven (2005) Unleashing Change: A Study of Organizational Change in Government (Brookings Institution Press: New York)
- Painter, M. and Pierre, J. eds. (2005) Challenges to State Policy Capacity: Global Trends and Comparative Perspectives (Basingstoke, UK: Palgrave Macmillan)
- Roberts, John (2004) The Modern Firm (Oxford, Oxford University Press)
- Simon, Herbert A. (1996) Administrative Behaviour. 4th Edition. (Simon and Schuster)
- Bryson, J. M. (2011). Strategic planning: For Public and Non-Profit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement (San Francisco, Jossey-Bass).
- Hood, Christopher. (1998). The Art of the State: Culture, Rhetoric and Public Management. (Oxford, Oxford University Press)
- Schein, Edgar H. (2010) Organizational culture and leadership (San Francisco, John Wiley & Sons Inc.)
- Brehm, J. and S. Gates (1999). Working, Shirking, and Sabotage: Bureaucratic Response to a Democratic Public. (Michigan, The University of Michigan Press)
- Hood, C. and Margetts, H. (2007). The Tools of Government in the Digital Age. (Basingstoke, Palgrave MacMillan).
- Weick, Karl. E., (1995) Sensemaking in Organizations (London: Sage).

Assessment: Essay (70%, 4000 words) in the LT.
Presentation (10%) and other (20%) in the MT.
An essay of 4,000 words in response to one of the set essay questions – to be submitted by end of Week 6 in the Lent Term (70%)
An individual presentation in seminar on a set topic (four slides max.) (10%)
Written analysis of 1,500 words to accompany the slides (20%)

MG4G4 Half Unit
Topics in Management Research

This information is for the 2017/18 session.
Teacher responsible: Prof Diane Reyniers NAB5.22
Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management and Strategy. This course is available as an outside option to students on other programmes where regulations permit. Students must have prior knowledge of microeconomics and econometrics.
Pre-requisites: Microeconomics and econometrics (equivalent to LSE UG courses MG207 and MG205).
Course content: This course addresses various topics in management research which will be used to encourage creative and logical thinking, structuring of clear arguments and critical assessment of evidence. The focus is on interpretation of findings rather than statistical or econometric techniques.
The intellectual backbone of the course is applied and empirical economics (including behavioural economics) and finance but wherever appropriate contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation. The course is designed around a set of empirical research papers. Examples of questions considered are whether pain killers are more effective when they are expensive, whether creative people cheat more, whether steeper incentives lead to better performance. The main objective of the course is to enable students to comprehend and critically assess the literature on selected management topics, to evaluate statements in terms of evidence and to detect false reasoning or logic.
Topics vary each year (based on student feedback) but examples are Racial discrimination, Negotiation, Experiments on Incentives, Placebo effects of price, Leadership.
Teaching: 10 hours of lectures and 9 hours of seminars in the MT. 2 hours of seminars in the LT.
Students on this course will have a reading week in Week 6, in line with Departmental policy.
Formative coursework: Two mock exams in the MT.
Indicative reading: A course pack containing all materials (lecture slides, articles, seminar sheets) will be available to students taking the course. The following readings are indicative only as topics vary:
Lecture 1: The IKEA effect and ideas
Hooshangi, S. & G. Loewenstein (2016) The impact of idea generation and potential appropriation on entrepreneurship: an experimental study. Management Science.
Lecture 2: Choking
Ariely, D.; U. Gneezy, G. Loewenstein & N. Mazar (2009) Large stakes and big mistakes. Review of Economic Studies, 76 (2), 451-469.
Lecture 3: Does Management Matter?
Bloom, Nick and Van Reenen, John (2007) Measuring and explaining management practices across firms and countries. Quarterly Journal of Economics, 122(4), 1351-1408

Lecture 4: Racial discrimination
Bertrand, M. & S. Mullainathan (2004) Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. American Economic Review, 94, 4, 991-1013.
Lecture 5: Behavioural economics at work
Blanes I Vidal, J. & M. Nossol (2011) Tournaments without prizes: Evidence from personnel records. Management Science, 57, 10, 1721-36.
Lecture 6: Marketing and placebos
Shiv, B.; Z. Carmon & D. Ariely (2005) Placebo effects of marketing actions: consumers may get what they pay for. Journal of Marketing Research, XLII (November), 383-393.
Lecture 7: Creativity and cheating
Gino, F. & D. Ariely (2012) The dark side of creativity: Original thinkers can be more dishonest. Journal of Personality and Social Psychology, 102 (3), 445-459.
Lecture 8: The dark side of leadership
Nevicka, B.; F.S. Ten Velden, A.H.B. De Hoogh & A.E.M. Van Vianen (2011) Reality at odds with perceptions: Narcissistic leaders and group performance. Psychological Science, 22, 10, 1259-64.
Lecture 9: Do we know what we want?
Ariely, D; G. Loewenstein & D. Prelec (2003) "Coherent arbitrariness": stable demand curves without stable preferences. Quarterly Journal of Economics, 118, 1, 73-106.
Lecture10: Negotiation
Small, D. A., M. Gelfand, L. Babcock & H. Gettman (2007) Who goes to the bargaining table? The influence of gender and framing on the initiation of negotiation. Journal of Personality and Social Psychology, 93, 4, 600-613
Bowles, H.R., L. Babcock &L. Lai (2007) Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. Organizational Behavior and Human Decision Processes, 103, 84-103.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MG4G5 Half Unit

Dissertation: Social Innovation and Entrepreneurship

This information is for the 2017/18 session.
Teacher responsible: Prof Harm Barkema NAB 4.24
Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.
Course content: The dissertation (in the form of a Capstone) gives an opportunity to apply, integrate, and deepen the knowledge, insights, and skills that the students have learned in the master's programme, in relation to a real-world issue (consulting project or designing a new social enterprise) or a research topic, consistent with the core philosophy of the master's programme. More specifically, students will be able to choose between:
1) An individual consulting project. In the projects students apply and integrate what they learned in the previous courses in terms of theory, evidence, methodologies, and tools, as well as individually research new ones from the relevant academic literature. These insights are related to an external consulting project, and combined with data collection (tapping into the acquired methodological knowledge, and deepened further during the thesis project, leading to an evidence-based analysis and recommendations. A major criteria for evaluation will be the way theory/research from academic journals as taught in the program and independently sourced as part of the project, will be reflected in the analysis and thesis report.
2) An individual design of a new social enterprise. In the design students apply and integrate what they have learned in previous courses in terms of theory, evidence, methodologies, and tools, as well as individually research new ones from the relevant academic and design literatures. These insights are related to a real world problem, in terms of understanding the social problem, and combined with data collection (tapping into the acquired methodological knowledge, and deepened further during the design project, leading to an evidence-based design of a social enterprise). A major criterion for evaluation will be the way the theory/research from academic journals and design methodologies as taught in the program and independently sourced as part of the project, will be reflected in the design and thesis report.
3) An empirical research project (on the approval of the Programme Director). The empirical research project is the third way thesis students can relate academic research to a real world issue in their thesis project. IN the research project students apply and integrate what they have learned in previous courses in terms of theory, evidence, methodologies, and tools and, more than in the previous options perhaps, individually research new ones from the relevant academic literature, in an attempt to develop a novel theoretical contribution to understanding empirical phenomena in the domain of social innovation and enterprise. The theoretical insights are related to a real world problem/issue (in the domain of social innovation and enterprise) and combined with data collection (tapping into the methodological knowledge acquired during the course, and deepened further during the research project), leading to a qualitative or quantitative research project. A major criterion for evaluation will be the way the theory/research from academic literature taught in the program, and especially, sourced independently, are reflected in the research project and report.
Teaching: 2 hours of lectures in the MT. 2 hours of lectures in the LT.
Projects will be guided by a pool of 6-10 dedicated supervisors for these dissertations.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Each student will be required present an outline of the subject of his/her dissertation to their supervisor for ongoing review and development.
Indicative reading: An excellent guide to the stages of doing a dissertation is given by Wayne C. Booth, Gregory G. Colomb, ; Joseph M. Williams, The Craft of Research (Chicago Guides to Writing, Editing & Publishing). 2nd Edition. 1995, 2003 Series: (CGWEP) Chicago Guides to Writing, Editing, and Publishing. Partington, D. (2002) Essential Skills for Management Research. London. Sage Publications. Other readings will be provided during lectures and by dissertation supervisors subject to the nature of the project chosen.
Assessment: Dissertation (100%, 6000 words) in August.

MG4G7 Half Unit

Contemporary Topics in Advanced Technology Management

This information is for the 2017/18 session.
Teacher responsible: Dr Edgar Whitley NAB 3.32
Availability: This course is available on the MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: This course assumes a general knowledge of information systems and their management equivalent to MG472 Global Strategy, Management and Information Systems.
Course content: This course introduces students to two Contemporary Topics in Advanced Technology Management. It uses academic perspectives on the topics to provide a detailed contextualisation of technology's historical and intellectual development and combines this with practitioner perspectives to highlight the management challenges associated with these technological developments.
In the first year, the topics are expected to be Artificial intelligence

and Machine learning and Financial Technologies including Distributed Ledgers and Blockchains.
Teaching: 9 hours of lectures, 10 hours and 30 minutes of lectures and 9 hours of seminars in the LT.
The lectures will be split into three 3-hour sessions and seven 90-minute sessions – a detailed schedule is available on Moodle. A reading week will take place during Week 6. There will be no teaching during this week.
Formative coursework: Students will be expected to produce 2 presentations, 1 essay and 1 other piece of coursework in the LT.
Indicative reading: The reading list will be technology specific, and determined by the guest academics. As such, they are likely to vary from year to year. Detailed readings will be made available on Moodle.
Artificial intelligence and Machine learning
- Fogel, M. (2016). The 10 Best AI, Data Science and Machine Learning Podcasts, Medium (available at https://medium.com/startup-grind/the-10-best-ai-data-science-and-machine-learning-podcasts-d7495cfb127c#.v7943hwof).
- Minsky, M. L. (1988). Society of mind, Simon and Schuster London.
- Rometty, G. (2016). Digital Today, Cognitive Tomorrow, MIT Sloan Management Review (available at http://sloanreview.mit.edu/article/digital-today-cognitive-tomorrow/).
- Witten, I. H., Frank, E., Hall, M. A., and Pal, C. J. (2017). Data mining: practical machine learning tools and techniques., Morgan Kauffman Amsterdam.

Financial Technologies including Distributed Ledgers and Blockchains
- Birch, D., Brown, R. G., and Parulava, S. (2016). Towards ambient accountability in financial services: Shared ledgers, translucent transactions and the technological legacy of the great financial crisis, Journal of Payments Strategy & Systems 10(2), 118–131.
- Filippi, P. D., and Hassan, S. (2016). Blockchain technology as a regulatory technology: From code is law to law is code, First Monday 21(12) (available at http://firstmonday.org/ojs/index.php/fm/article/view/7113).
- Nakamoto, S. (2008). Bitcoin: A Peer-to-Peer Electronic Cash System, Bitcoin.org (available at https://bitcoin.org/bitcoin.pdf).
- UK Government Chief Scientific Adviser (2016). Distributed ledger technology: Blackett review, (available at https://www.gov.uk/government/publications/distributed-ledger-technology-blackett-review).
- Underwood, S. (2016). Blockchain Beyond Bitcoin, Communications of the ACM 59(11), 15–17.
- Walsh, C., OReilly, P., Gleasure, R., Feller, J., Li, S., and Cristoforo, J. (2016). New kid on the block: a strategic archetypes approach to understanding the Blockchain, ICIS 2016 Proceedings (available at http://aisel.aisnet.org/icis2016/Crowdsourcing/Presentations/6).

Assessment: Essay (50%, 2500 words), presentation (15%), presentation (25%) and class participation (10%) in the LT.
The individual essay will focus on the emergent management challenges introduced by one advanced technology not covered in the lecture.

MG4G8
Human Resource Management Skills and Practitioner Speaker Series

This information is for the 2017/18 session.
Teacher responsible: Dr Juan Lopez-Cotarelo
Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD). This course is not available as an outside option.
Course content: The course has a taught component, which is compulsory for all students in the stream, and a free-configuration component where students can choose among a variety of sessions that target specific skill development needs they have identified through their Skills Development Portfolio.
Taught sessions
There are 5 weekly sessions during Michaelmas Term (weeks 7 to 11). Sessions will combine lecture format with small group activities targeted at skill building. Topics are intended as follows:

Week	Topic
7	Evaluating HR initiatives
8	Costing HR initiatives
9	Selection Interviewing
10	Difficult Conversations
11	Ethics in HRM

Skills Development Portfolio
Students will plan their own individualised skills development, including the MG4XX free-configuration sessions, through the Skills Development Portfolio. The aim of this tool is to help each student identify gaps in their general and HRM management skills (as defined in CIPD's 7SBL module), plan for their development during their studies, and document achievements and newly developed skills at the end of the programme. Two submissions are required:
- A self-assessment and development plan, due in MT week 7.
- A portfolio documenting skill development and attainment, due in September 2018.

Free-configuration sessions
Students will be able to attend their choice of sessions within the HRO Speaker and Practitioner Panel series and LSE LIFE workshops to suit their development needs. Attendance to a minimum of 15 hours between the two is required.
- **HRO Speaker and Practitioner Panel Series**: The HRO team will arrange approximately 5 sessions with external speakers on topics that are relevant to our subject. These will typically be 2-hour evening sessions, and most will run during LT. A prospective programme will be announced in MT, and detailed arrangements publicised in due course.
- **LSE LIFE workshops**: LSE LIFE runs a broad range of 1-hour and 2-hour workshops on many topics that are relevant to the 7SBL module. Many of these sessions are run several times during MT and LT. Students will need to book a place in the relevant sessions themselves.

External activities
Where appropriate, students may apply to receive credit for attending an external session that is relevant to the 7SBL module and conducive to significant skill attainment. The decision to grant such credit will remain fully at the discretion of the MG4XX Course Leader and the HRO Programme Director, so students will be strongly advised to make their application before enrolment. No individual student will receive credit for external activities for more than 20% of the free-configuration requirement (i.e. 3 hours). We will not offer to fund external activities.
Teaching: 15 hours of lectures in the MT. 10 hours of lectures in the LT.
Please note that the LT sessions will take the form of a Speaker and Practitioner Panel Series.
Formative coursework: Students will receive written formative feedback on Sections 1 and 2 of the portfolio (Self-Assessment and Development Plan), due in MT week 7.
Indicative reading: N/A (this is a practical skills course)
Assessment: The course is not formally assessed.

MG4J1
Introduction to Mathematics and Data Analysis for Managers

This information is for the 2017/18 session.
Teacher responsible: Dr Ricardo Alonso NAB 5.31
Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.
Course content: The course is divided into two separate subjects: Data Analysis (Statistics) and Mathematics for Managers.
The Data Analysis (Statistics) course is for all students and covers

basic probability and statistics; hypothesis testing; analysis of variance; association, correlation and regression. It also includes basic training on data analysis software (STATA). It provides students with the basic analytical tools required in MG4F7 Business Analysis to analyse business data for decision making. The Mathematics for Managers course is an introductory mathematics course which covers the following topics with application reference to economics and business: Functions, Linear Equations, Basic Calculus, and Comparative Statics Analysis. It provides students with the basic analytical tools required in MG465 Operations and Managerial Economics to analyse supply chain models and models of product market and factor markets competition.
Teaching: 20 hours of lectures in the two weeks prior to the Michaelmas Term. There will also be some workshops and tutorial sessions for the statistics portion of the course, to support students preparing practical exercises. Rounding out the schedule is a full programme of talks and activities designed to smooth your transition to postgraduate study at LSE.
Indicative reading: Statistics: Statistics: Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoesmith, E. (2009). Statistics for Business and Economics (2nd edition), Hampshire: Cengage Learning. Huff (1991). How to Lie with Statistics. Penguin. Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002). Essential Mathematics for Economic Analysis. Prentice Hall; and Jacques, I. (2010). Mathematics for Economics and Business. (7th edition), Pearson. Writing skills: Wallace, M. and Wray, A. (2011). Critical Reading and Writing for Undergraduates (2nd edition), London: Sage.
Assessment: No formal assessment. Students will sit a mock exam at the end of the statistics course based upon the material to aid learning.

MG4K3
MPA Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is compulsory on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is not available as an outside option.
Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.
Teaching: 7 hours and 30 minutes of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises seven 1.5 hour Capstone seminars in the MT and LT. These seminars provide guidance on planning, structuring and presenting the Capstone report and the usage of research methods. Students are asked to participate in the Capstone Professional Development exercises designed to support effective and fair group work. Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.
Formative coursework: Feedback will be provided on presentations of work-in-progress during MT and LT.
Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Common Causes of Project Failure (London: OGC, 2004); Howard White, Theory-based Impact Evaluation: Principles and Practice (3ie, 2011); Curtis Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems', chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).
Assessment: Project (100%, 15000 words) in the LT.
The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.
The group mark has three components:
1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item).
Additionally, each group member must complete the Capstone evaluation and personal reflection exercise. This will be submitted individually and separately from the report.

MG4K4
MPA Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option. Students may not take this course and an MPA Policy Paper.
Course content: The aim of this course is to enable students to plan, design and conduct independent substantial research and/or analysis in an area of public policy. MPA students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their Academic Adviser. The dissertation must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge- and theory-building. The main body of the dissertation should include literature review, method of investigation, results of the analysis, discussion of findings, conclusions and theoretical and policy implications. Dissertations can utilise quantitative and/or qualitative data and draw on primary and/or secondary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing a research topic and question; designing an analytical framework; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman

et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most (Journal of Sustainable Finance and Investment, Vol 3, No 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Diana Ridley, The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series, 2008); Christopher Hart, Doing Your Masters Dissertation (SAGE Study Skills Series, 2004); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003)
Assessment: Dissertation (90%, 10000 words) in the ST.
Other (10%) in the MT.
1) A 1,500 word dissertation proposal consisting of the title, abstract, research question and hypothesis, justification for research, feasibility of the dissertation topic, an explanation of sources, provisional structure and analytical framework will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

MG4V8 Half Unit
MPA Policy Paper

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA Dissertation.
Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. MPA students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing the policy paper topic and question; designing analytical frameworks; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Formative coursework: A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted in the MT. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson, ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most' (Journal of Sustainable Finance and Investment, vol. 3, No. 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003).
Assessment: Other (100%) in the ST.
6,000 word policy paper

MY400 Half Unit
Fundamentals of Social Science Research Design

This information is for the 2017/18 session.
Teacher responsible: Dr Alasdair Jones COL8.12
Availability: This course is compulsory on the MSc in Social Research Methods. This course is available on the MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit. Research students please see MY500.
Course content: Research design necessitates trade-offs between the strengths and weaknesses of different feasible options. This course aims to introduce the broad range of design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative and qualitative research, including issues of data quality, analysis, reporting and reproducibility. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective and will be better equipped to implement and make arguments defending the methods they use in their dissertations.
Teaching: 20 hours of lectures and 8 hours of seminars in the MT.
Week 6 is a Reading Week during which students work independently on their first assignment.
Indicative reading: Robson, Colin and McCartan, Kieran (2015, 4th edition). Real World Research. London: John Wiley.
Assessment: Research proposal (30%) and class participation (10%) in the MT.
Other (60%) in the ST.
Research Proposal assignment (1000 words), submitted in week 11 of MT (30%). Research Design (5000 words), submitted in Week 1 of ST (60%).

MY401 Half Unit
Research Design for Studies in Digital Innovation

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Benoit Col 8.11 and Prof Chrisanthi Avgerou NAB 3.22
Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.
This course is compulsory on the MSc in Management of Information Systems and Digital Innovation.
Course content: This course will deliver the core methodological training for students completing a dissertation for the MSc in Management of Information Systems and Digital Innovation.
It covers issues of research design and research methods for information systems studies, including sessions on the collection and analysis of both qualitative and quantitative data. Lectures will introduce the principles of a range of research design issues and methodological approaches, while classes will contextualise this teaching in relation to information systems research. Drawing on a variety of examples in Information Systems, the course will provide the platform for students to consider a range of design options, as well as methodological techniques, to adopt in their own dissertations. By the end of the course, students will be familiar with a range of research design options and will be better equipped to not only design, but also to collect and analyse data for, their own dissertations.
The list of topics covered would consist of:
1. Introduction
2. Inference, causation, and treatment controls
3. Relationship between theory and data
4. Operationalization and measurement
5. Overview of Fixed versus flexible designs (survey of qualitative and quantitative strategies)
6. READING WEEK
7. Case study methods
8. Interviews and focus groups
9. Thematic analysis
10. Quantitative inference
11. The Analysis of Online and social media

Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Lectures for this course will be delivered by staff by the Department of Methodology. To help to contextualise the materials covered in the course for the students, and to ensure a good fit with the requirements of the MISDI dissertation, the seminars will be led by staff from the Department of Management. A formative assignment will be assigned for the middle of the teaching term (LT) for which students will be expected to submit a 1,000 word initial proposal for their dissertation.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Agresti, A. and Finlay, B. (2009) Statistical Methods for the Social Sciences [4th edition]. Prentice Hall. Bauer, M. and Gaskell, G. (2000) Qualitative Researching with Text, Image and Sound. Sage. Flick, U. (2014) An Introduction to Qualitative Research [5th edition]. Sage. King, G., Keohane, R. and Verba, S. (1994) Designing Social Inquiry. Princeton University Press. Robson, C. and McCartan, K. (2016) Real World Research [4th edition]. John Wiley. Seale, C. [ed.] (2004) Social Research Methods: A Reader. Routledge.
Assessment: Essay (100%, 2000 words) in the LT and ST.

MY405 Half Unit
Research Methods for Evaluation in Health, Development and Public Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Flora Cornish COL.8.09
Availability: This course is available on the MSc in Marketing and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no prerequisites but some familiarity with qualitative research methods is expected. Please contact the course convenor if unsure.
Course content: This course aims to equip students with the methodological knowledge and research skills to be able to design and critically appraise evaluation research. In the context of the rise of evidence-based policy, the course is designed to extend students' abilities to use evaluative information carefully and critically. The course takes a mixed methods approach. It covers the major quantitative designs, including randomized experiments and observational (i.e. non-randomized) research designs such as selection on observables, difference-in-differences, and the regression discontinuity design. It covers qualitative and participatory research designs and their contribution to formative research, process evaluation, process evaluations, interpreting outcomes, and assessing transferability to other settings. As well as the major design issues, the course addresses practical and ethical issues of evaluation research, how to write a study protocol, and how to draw lessons from a body of evidence through reviewing and synthesising evidence. Examples from the fields of health, international development and public policy will be used throughout the lectures and seminars.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.
10 x 1.5 hour lectures
9 x 1.5 hour seminars
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students write a critical review (1,500 words) of a published evaluation report.
Indicative reading: Angrist, J. D. and Pischke, J-S. (2014) Mastering Metrics: The Path from Cause to Effect. Princeton University Press. Bell, S. & Aggleton, P. (2016). Monitoring and Evaluation in Health and Social Development: Interpretive and Ethnographic perspectives. London: Routledge. Cartwright, N. & Hardie, J. (2012). Evidence-Based Policy: A practical guide to doing it better. Oxford, UK: Oxford University Press. Glennerster, R. and Takaarasha, K. (2013) Running Randomized Evaluations: A Practical Guide, Princeton University Press. Patton, M. Q. (2015). Qualitative Research and Evaluation Methods. (4th Edition). London: Sage.
Assessment: Coursework (50%, 2500 words) in the LT.
Essay (50%, 2500 words) in the ST.
50% group-based coursework. Students work in groups to develop an evaluation design, and write it up individually (2,500 words).
50% essay. Students are given a choice of essay questions, in response to which they write one essay (2,500 words).

MY421 Half Unit
Qualitative Research Methods

This information is for the 2017/18 session.
Teacher responsible: Dr Eleanor Knott (MT) and Dr Flora Cornish, COL.8.09 (LT)
Availability: This course is compulsory on the MPhil/PhD in Psychological and Behavioural Science, MSc in Health, Community and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science and MSc in Marketing. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: None.

Course content: This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic, content, and discourse analysis. Issues of research design, quality indicators, epistemology and ethics are addressed.
This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY426 Doing Ethnography, MY427 Qualitative Research with Non-Traditional Data, or MY428 Qualitative Text Analysis.
Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.
The course runs twice per year: in MT (MY421M) and again in LT (MY421L). The content of the course is exactly the same in each term. Week 6 is a Reading Week during which students work independently on their formative assignments.
Formative coursework: Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.
Indicative reading: M Bauer & G Gaskell, (2000) Qualitative Researching with Text, Image and Sound, London: Sage, U Flick, (2009) An Introduction to Qualitative Research, 4th edition, London: Sage. C Seale, G Gobo, JF Gubrium, & D Silverman, (2004). Qualitative Research Practice. London: Sage. Please Note: No single publication covers the whole content of the course.
Assessment: Project (100%, 3000 words) in the ST.
The summative assignment is a small project, demonstrating skills in using some of the qualitative methods covered during the course. It takes the form of a project report, with detailed appendices documenting the methods of data collection and analysis used.

MY426 Half Unit
Doing Ethnography

This information is for the 2017/18 session.
Teacher responsible: Dr Chana Teeger COL7.06
Availability: This course is available on the MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in Marketing, MSc in Social Policy (Research) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.
Course content: Doing ethnography enables us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. Contemporary conditions of globalisation, individualisation, bureaucratisation and digitisation introduce new challenges for such fieldwork. This interdisciplinary course equips students with a practical understanding of how to do, and to think about, contemporary ethnography. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with book-length exemplars, and through students' experience of fieldwork. Fieldwork is a key component of the course, with students collecting data locally (interesting sites are chosen each year, e.g. the Occupy encampment at St Paul's, protests around London, volunteering activities), followed by data analysis and presentation activities. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include identifying and accessing study sites, studying elite and marginalised groups, innovative sources of data, and writing field notes. Emphasising that ethnography relies on the researcher-as-research-instrument, the course aims to develop students' sensitivity and rigour as ethnographic researchers.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 is a Reading Week during which students work independently on their formative assignments.
Formative coursework: An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words). Field-notes should record rich details of observations (the data), researcher reflections, and brief interpretations of the significance of these observations. Written feedback will be provided.
Indicative reading: Bourgois, P. ; Schonberg, J. (2009). Righteous Dopefiend. University of California Press. DeWalt, K. M.,; DeWalt, B. R. (2002). Participant observation: A guide for fieldworkers. AltaMira Press. Emerson, R. M., Fretz, R. I., ; Shaw, L. L. (1995). Writing ethnographic fieldnotes. University of Chicago Press. Hammersley, M ; Atkinson, P. (2007). Ethnography: Principles in practice. Taylor ; Francis. Wacquant, L. (2004) Body and Soul: Ethnographic Notebooks of an Apprentice Boxer. New York: Oxford University Press.
Assessment: Essay (100%, 4000 words) in the LT.

MY427 Half Unit
Qualitative Research with Non-Traditional Data

This information is for the 2017/18 session.
Teacher responsible: Dr Jennifer Tarr COL8.06
Availability: This course is available on the MSc in Culture and Society, MSc in Gender, Media and Culture, MSc in Human Geography and Urban Studies (Research), MSc in Marketing and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is also available to PhD students, please see MY527.
Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.
Course content: Most qualitative research is in the form of written or spoken texts, produced through interviews and field notes or collection and analysis of documents. However, new technologies now offer a range of new tools for producing, gathering and analysing new kinds of data. This course will focus on three emerging strands: digital, visual and mobile methods. Additional sensory approaches will also be touched upon. Throughout, the focus will predominantly be on qualitative applications of these methods. Key example readings will be assigned, discussed and assessed each week. Seminars provide practical skills through hands on exercises of data collection and analysis, closely tied with the lecture content. These skills will be developed further in a final research project on a topic of the students' choosing to be submitted at the beginning of summer term.
The course aims to understand how qualitative methods can be used in relation to these emerging streams of data. The course is aimed at students who are considering one or more of these elements as part of their dissertation research design and/or who are interested in gaining more advanced skills in qualitative research.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be a Reading Week during which students work independently on their formative assignment. An optional enrichment activity may be assigned.

Formative coursework: Seminar activities will receive in-class feedback. A brief proposal for final summative coursework (c. 1000 words) should be submitted and will receive formative feedback and guidance.
Indicative reading: Note: No one text covers the whole course. Büscher M, Urry J, Witchger K (2011) Mobile Methods. Abingdon and New York: Routledge. Rose, G, 2016. Visual methodologies: An introduction to researching with visual materials. London: Sage. Rogers, R, 2013. Digital methods. Boston: MIT press. Pink, S, Horst H, Postill J, Hjorth L, Lewis T, Tacchi J. (2016) Digital Ethnography: Principles and Practice. London: Sage. Pink, S. (2009) Doing Sensory Ethnography, London: Sage.
Assessment: Project (100%, 4000 words) in the ST.
One 4000-4500 word research project related to the course material, on a topic selected by the student (100%).

MY428 Half Unit Not available in 2017/18
Qualitative Text Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Audrey Alejandro COL7.07
Availability: This course is available on the MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
The course is also available to PhD students, please see MY528.
Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure
Course content: The efficiency of power lies in its invisibility. Critical studies emphasise the need to take into account the implicit dimensions of the (re)production of the social and political order. But this theoretical standpoint raises a methodological challenge. As social agents ourselves, how do we assess the implicit, which by definition, we have been socialised not to perceive? How can we prove the implicit structuration of the world in a rigorous, empirical way? Focusing on discourses - the role they play in society, their relation to institutions, practices and perceptions - represents a stimulating and efficient method to address this challenge.
This course trains into the demanding craft of mapping the social and political implications of discourses and making explicit their implicit dimensions. It will mainly focus on Discourse Analysis but also covers other analytic traditions such as thematic analysis and content analysis. It introduces techniques and procedures available to researchers to identify and extract information from texts and speeches for social scientific purposes. Different types of materials will be investigated such as political speeches, news articles and cultural productions on a vast array of critical topics such as race or gender. The aim of this course is to equip participants with the right skills to engage the study of discourses and build critical thinking around those tools according to 1) Research Design 2) Type of data under consideration.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 is a Reading Week during which students work independently on their Summative Assignment.
Formative coursework: A project proposal (c.1,000 words). Students write a proposal for the project that will comprise their summative assessment.
Indicative reading: Baker, P. and Ellece, S. (2010). Key Terms in Discourse Analysis, London: Continuum. Kendall, G. and Wickham, G. (1999) Using Foucault's Methods, London: Sage. Scheier, M. (2012) Qualitative Content Analysis. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA. Seale, C., Gobo, G., Gubrium, J.F. and Silverman, D. (2004). Qualitative research practice. London: Sage, chapters 11-12.
Assessment: Essay (100%, 4000 words) in the LT.

MY429 Half Unit Not available in 2017/18
Special Topics in Qualitative Research: Introspection-based Methods in Social Research

This information is for the 2017/18 session.
Teacher responsible: Prof Martin Bauer Col.8.04
Availability: This course is available on the MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: The course will assume good knowledge of qualitative research methods as covered in MY421.
Course content: Course Description
Introspection comprises methods of empirically recording one's own subjective experience; the currently on-going, or perhaps very recently past, mental or emotional states and processes through methods of trained and technically supported self-observation. Historically, introspection is part of a quest of human self-knowledge and self-improvement. And a person's stream of consciousness is of interest in the social sciences, for example as reports of happiness or life satisfaction. Introspection has been difficult to verify, thus deemed not 'objective' and unscientific. The stream of consciousness (William James) was of interest mainly to literary elaboration. However, introspection-based methods survived and have re-emerged, not least because 1st person experience remains an indispensable source of evidence on an actor's states and processes that constrain and give meaning to human action. Not least recent advance in neurosciences accentuates the need for experience-focussed 1st person methods. Modern introspection-based methods are 'objectifications' of 1st person situated experiences in controlled settings that support episodic retention. Modern introspection-based methods create conditions which make immediate, pre-meditated experience less 'biased' and more accurate to record. This comprises techniques such as narrative and episodic interviewing, free-association techniques, survey-based reconstruction and attitudes, critical incident techniques, loud-thinking protocols, experience sampling and self-tracking methods, ecological momentary assessment, self-confrontation interviewing, and 1st person situated video methods, and auto-ethnography and the 'quantified self'. Many new techniques are mobile and adaptable to capture the fluid nature of mental and emotional states and processes. Miniature mobile devices for sound and video recording promise to overcome the bottlenecks that have hitherto plagued intensive and continuous introspection-based methods.
Learning Outcomes: Students on this course will
1) appreciate the long past, and the short history of introspection-based methods;
2) be familiar with a range of techniques of collecting introspective data;
3) know the problems of introspection–based methods and how different methods try to overcome them;
4) gain practical skills with modern introspection-based methods.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: One piece of assessed coursework (max. 1,500 words).
Indicative reading: A complete reading list will be provided at the beginning of the course.
Some key references
- Bennett MR and PMS Hacker (2003) Philosophical foundations of neuroscience, Oxford, Blackwell; chapter 3.6-2.10 on introspection and 1st person perspective, pp90-107.
- Danziger K (1979) The history of introspection reconsidered, Journal for the History of the Behavioural Sciences, 15,
- Ericsson KA (2003) Valid and non-reactive verbalisations of thoughts during performance tasks: towards a solution to the central problems of introspections as a source of scientific data, Journal of Consciousness Studies, 10, 9-10, 1-18.

- Hektner, J.M., Schmidt, J.A. & Csikszentmihalyi, M. (2006) Experience Sampling Method: Measuring the Quality of Everyday Life. Sage Publications, Inc, [selected chapters]
- Kahneman D, AG Krueger, DA Schkade, N Schwarz, AA Stone (2004) A survey method for characterizing daily life experience: the Day Reconstruction Method, SCIENCE, 306, 3, Dec, 1776-1780.
- Lahlou S (2011) How can we capture the subject's perspective? An evidence-based approach for the social scientist, Social Science Information, 50, 4, 2-51.
- Locke, EA (2009) It's time we brought introspection out of the closet, Perspectives on Psychological Science, 4, 1, 24-25
- Nisbet RE and Wilson TDC (1977) Telling more than we can know: verbal reports on mental processes, Psychological Review, 84, 3, 231-258
- Schooler JW. (2011) Introspecting in the spirit of William James: comment on Fox, Ericsson, and Best, Psychological Bulletin, 137 (2):345-50.
- Stone AA, S Shiffman, A Atienza, and L Nebelling (2007) The science of real-time data capture: self-reports in health research, NY, Oxford University Press.
- Turner DF and E Kraus (1978) Fallible indicators of the subjective state of the nation, American Psychologist, 33, 456-470.

Assessment: Coursework (100%, 3000 words) in the ST.
One 3,000 word written report (100%) on ONE from a choice of SEVERAL Take-home exercises. To be submitted at the beginning of the Summer term.

MY451 Half Unit
Introduction to Quantitative Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Benjamin Lauderdale Col.8.10 and Prof Jonathan Jackson Col.8.05
Availability: This course is compulsory on the MSc in Sociology (Research). This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in EU Politics, MSc in Gender (Research), MSc in Inequalities and Social Science, MSc in International Health Policy, MSc in International Migration and Public Policy, MSc in Public Policy and Administration and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is also available to research students as MY551.
Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out univariate and bivariate data analysis and have an appreciation of multiple linear regression. The computer classes give 'hands-on' training in the application of statistical techniques to real social science research problems using the SPSS computer package (no prior knowledge of SPSS is necessary).
Teaching: 20 hours of lectures and 9 hours of computer workshops in the MT. 20 hours of lectures and 9 hours of computer workshops in the LT. 2 hours of lectures in the ST.
There will be no lectures or computer classes in Week 6 of the term.
This course is given twice per session, starting in the first week of each of the MT and LT. Students must either register for MY451M which is taught in Michaelmas Term, or MY451L which is taught in Lent Term.
Formative coursework: Exercises from the weekly computer classes can be submitted for feedback.
Indicative reading: A course pack will be available for download online and can be purchases as a hard copy. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) Statistics: The Art and Science of Learning from Data. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) Statistical Methods for the Social Sciences. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY451 and MY452.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
A two-hour open book unseen examination in ST.

MY452 Half Unit
Applied Regression Analysis

This information is for the 2017/18 session.
Teacher responsible: Mr Jack Blumenau COL8.02 and Dr Indraneel Sircar COL8.02
Availability: This course is compulsory on the MPhil/PhD in Psychological and Behavioural Science, MSc in Political Science and Political Economy and MSc in Sociology (Research). This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MRes Political Science, MRes/PhD Political Science (Qualitative stream B), MRes/PhD Political Science (Quantitative stream A), MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Gender (Research), MSc in International Health Policy, MSc in Local Economic Development, MSc in Public Policy and Administration, MSc in Social Research Methods and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.
MY452 is open to any and all post-grad students around the School who have already have a grounding in quantitative methods.
Pre-requisites: Students are required to have completed MY451 or an equivalent level statistics course
Course content: The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the linear regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are linear regression modelling and binary, multinomial and ordinal logistic regression.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the MT. 20 hours of lectures and 10 hours of computer workshops in the LT.
This course is given twice per session, starting in the first week of each of the MT and LT. Students must either register for MY452M which is taught in Michaelmas Term, or MY452L which is taught in Lent Term.
There will be no lectures or computer classes in Week 6 of term.
Formative coursework: Class exercises and homework can be carried out using the Stata, SPSS or R software, according to the student's choice.
Indicative reading: A Agresti & B Finlay, Statistical Methods for the Social Sciences. A course pack will be available for download online and can be purchased as a hard copy. Additional reading will be recommended.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
A two-hour open book unseen examination in ST.

MY454 Half Unit
Applied Statistical Computing using R

This information is for the 2017/18 session.
Teacher responsible: Dr Benjamin Lauderdale COL.8.10
Availability: This course is available on the MSc in Social Research Methods. This course is available as an outside option to students

on other programmes where regulations permit.
The course is also available to research students, as MY554.
Pre-requisites: Students must have taken Applied Regression Analysis (MY452) or an equivalent intermediate regression course.
Course content: This course will cover basic statistical programming for social science research as well as several associated data analysis methods. Programming topics include basic programming, data structures, optimisation, and simulation. Applied statistical topics include nonparametric density estimation and regression, additive models, cross-validation, the bootstrap, and permutation/randomisation inference. Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 5 problem sets in the LT.
Each problem set is associated with a computer classes, and may be submitted for marking and feedback.
Indicative reading: Keele, L. Semiparametric Regression for the Social Sciences
Matloff, N. The Art of R Programming
Assessment: Exam (50%, duration: 2 hours, reading time: 5 minutes) in the main exam period.
Coursework (50%) in the ST.

MY455 Half Unit
Multivariate Analysis and Measurement

This information is for the 2017/18 session.
Teacher responsible: Dr Jouni Kuha COL8.04
Availability: This course is compulsory on the MPhil/PhD in Psychological and Behavioural Science. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Marketing, MSc in Political Science and Political Economy and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is also available to research students as MY555.
Pre-requisites: The course will assume a knowledge of standard linear regression models, to the level covered in MY452 (Applied Regression Analysis).
Course content: An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent variable models for continuous observed variables, and their application to questions of measurement in the social sciences. At least the following topics will be covered: principal components analysis, exploratory factor analysis, confirmatory factor analysis and structural equation models. In addition, a selection from the following topics will be covered: cluster analysis, correspondence analysis, multidimensional scaling, latent class models, latent trait models.
Teaching: 20 hours of lectures and 8 hours of computer workshops in the LT. 1 hour of lectures in the ST.
Formative coursework: Exercises from the computer classes can be submitted for marking.
Indicative reading: D J Bartholomew, F Steele, I Moustaki; J I Galbraith (2008) Analysis of Multivariate Social Science Data (Second Edition).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MY456 Half Unit
Survey Methodology

This information is for the 2017/18 session.
Teacher responsible: Dr Jouni Kuha COL8.04
Availability: This course is compulsory on the MPhil/PhD in Psychological and Behavioural Science. This course is available on the MSc in Marketing, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Knowledge of basic descriptive and inferential statistics, to the level of MY452 or equivalent. MY456 can also be taken in parallel with MY452L. Familiarity with notions of research design in the social sciences, to the level of MY400 or equivalent.
Course content: This course provides an introduction to the methodology of the design and analysis of social surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data from existing large-scale surveys. Topics covered include basic ideas of target populations, survey estimation and inference, sampling error and nonsampling error; sample design and sampling theory; methods of data collection; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; nonresponse error and imputation for item nonresponse; survey weights; analysis of data from complex surveys; accessing, preparing and working with secondary data from existing social surveys. The course includes computer classes, using the statistical computer package Stata; no previous knowledge of Stata is required.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. There will be no lectures or computer classes in Week 6 of term.
Formative coursework: Exercises from the some of the seminars and computer classes are submitted for feedback
Indicative reading: Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and Tourangeau, R (2009). Survey Methodology (2nd ed.). Wiley.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (50%, 2500 words).
The project is a report of approximately 20 to 30 pages, including tables and figures, or approximately 2,500 words, reporting the data analysis of a given research question and data set.

MY457 Half Unit
Causal Inference for Observational and Experimental Studies

This information is for the 2017/18 session.
Teacher responsible: Dr David Hendry
Availability: This course is compulsory on the MSc in Political Science and Political Economy. This course is available on the MPhil/PhD in Accounting, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY452 or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400 or equivalent.
Course content: This course provides an introduction to statistical methods used for causal inference in the social sciences. Using the potential outcomes framework of causality, topics covered include research designs such as randomized experiments and

observational studies. We explore the impact of noncompliance in randomized experiments, as well as nonignorable treatment assignment in observational studies. To analyze these research designs, the methods covered include matching, instrumental variables, difference-in-difference, and regression discontinuity. Examples are drawn from different social sciences. The course includes computer classes, where standard statistical computer packages (Stata or R) are used for computation.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
Formative coursework: Exercises from the computer classes are submitted for feedback.
Indicative reading: Angrist, J. D. and Pischke, J.-S. (2009). Mostly Harmless Econometrics. Princeton University Press. Rosenbaum, P.R. (2010). Design of Observational Studies. Springer.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MY459 Half Unit
Special Topics in Quantitative Analysis: Quantitative Text Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Benoit Col.8.11
Dr Pablo Barberá (Room TBC)
Availability: This course is available on the MSc in Data Science, MSc in Political Science and Political Economy and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is also available to research students as MY559.
Pre-requisites: Students must have completed Applied Regression Analysis (MY452).
Course content: The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, to classification methods, and state-of-the-art scaling methods and topic models for estimating quantities from text using statistical techniques. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. The common focus across all methods is that they can be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts. Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
Formative coursework: Exercises from the computer classes can be submitted for marking.
Indicative reading: quanteda: An R package for quantitative text analysis. http://kbenoit.github.io/quanteda/. Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." Political Analysis 21(3):267–297. Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." The Journal of Finance 66(1, February): 35–65. Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." Journal of Empirical Legal Studies 4(4, December):1007–1039.
Assessment: Project (40%, 3000 words) and coursework (60%, 2000 words) in the ST.

MY461 Half Unit
Social Network Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Eleanor Power and Dr Milena Tsvetkova COL 8.11
Availability: This course is available on the MSc in Data Science, MSc in Media and Communications (Data and Society) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.
Priority will be given to students in the MSc in Data Science, the MSc in Social Research Methods, and then to students from Statistics and Media and Communications (in particular the MSc in Media and Communications (Data and Society) track).
Course content: This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals of network structures, network data structures, and the analysis and presentation of network data. Students will work directly with network data from social media APIs, and structure and analyze this data using R.
Social networks have always been at the center of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behavior can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains.
This course will examine the key papers in the development of social network analysis, and will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community measurement, to random graphs, network formation, information flow, and strategic games. Alongside this we will read a series of substantive and seminal papers, shaped in part by the interests of the students and their various backgrounds, with a particular focus on the difficult task of causal inference in social networks. The course will also provide an introduction to network modeling and analysis using R, and network visualization using R and Gephi.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 10 problem sets in the LT.
Type: Weekly, structured problem sets with a beginning component to be started in the staff-led lab sessions, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.
Indicative reading: Easley and Kleinberg, Networks, Crowds, and Markets: Reasoning about a highly connected world. Cambridge Univ. Press, 2010. Newman, Networks: An introduction. Oxford Univ. Press, 2010. Jackson, Social and Economic Networks. Princeton Univ. Press, 2008. Borgatti, Stephen P and Martin G. Everett. Analyzing Social Networks. Sage, 2013. Luke, Douglas A. A User's Guide to Network Analysis in R. Springer, 2016.
Assessment: In class assessment (50%) and take home exam (50%) in the LT.

MY465 Half Unit
Intermediate Quantitative Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Jonathan Jackson COL8.05
Availability: This course is compulsory on the MSc in Health, Community and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Participants should have studied introductory statistics or quantitative methods before, up to an introduction to descriptive statistics and basic statistical inference. Students with no previous studies in quantitative analysis should take instead Introduction to Quantitative Analysis (MY451).
Because of the overlaps between these courses, it is not possible to take both this course and either of Introduction to Quantitative Analysis (MY451) or Applied Regression Analysis (MY452) as assessed courses.
Course content: The course is intended for students with some (even if limited) previous experience of quantitative methods or statistics. Using examples from psychological research, it covers first a review of the foundations of descriptive statistics and statistical inference, in the context of the analysis of two-way contingency tables and comparisons of means between two groups. The main topic of the course is linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression, and analysis of variance and covariance. An introduction to binary logistic regression modelling is also included. The computer classes give hands-on training in the application of these statistical techniques. Class exercises and homework are carried out using the Stata package.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the MT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6. On-line quizzes will be provided on Moodle to aid revision during the reading week.
Formative coursework: Students will be expected to produce 9 exercises in the MT.
Indicative reading: A course pack will be available for download online.
Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) Statistics: The Art and Science of Learning from Data, and Alan Agresti and Barbara Finlay (2009, 4th edition) Statistical Methods for the Social Sciences.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
This is an open-book unseen examination.

MY470 Half Unit
Computer Programming

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Benoit COL8.11
Dr Ben Lauderdale
Availability: This course is compulsory on the MSc in Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python and R. The course will also cover the foundations of computer languages, algorithms, functions, variables, object-orientation, scoping, and assignment.
Teaching: 20 hours of lectures and 15 hours of classes in the MT.
Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs. Students acquire skills and experience as they learn Python and R, through programming assignments with an approach that integrates projectbased learning. This course is an introduction to the fundamental concepts of programming for students who lack a formal background in the field, but will include more advanced problem-solving skills in the later stages of the course. Topics include algorithm design and program development; data types; control structures; functions and parameter passing; recursion; data structures; searching and sorting; and an introduction to the principles of object oriented programming. The primary programming languages used in the course will be Python and R.
Formative coursework: Students will be expected to produce 10 problem sets in the MT.
Type: Weekly, structured problem sets with a beginning component to be started in the staff-led lab sessions, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.
Indicative reading: Lutz, Mark Learning Python. 5th Edition. O'Reilly, 2013. Intermediate and advanced documentation at https://www.python.org/doc/.
Gries, Paul, Jennifer Campbell, and Jason M Montojo. Practical Programming: An Introduction to Computer Science Using Python 3. The Pragmatic Bookshelf, 2013.
Grolemund, Garrett and Hadley Wickham. R for Data Science. O'Reilly, 2016. http://r4ds.had.co.nz
Grolemund, Garrett. Hands-On Programming with R. O'Reilly, 2014.
Assessment: Take home exam (50%) and in class assessment (50%) in the MT.
Student problem sets will be marked each week, and will provide 50% of the mark.

MY472 Half Unit Not available in 2017/18
Data Structures, Databases and Data Sharing

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Benoit COL8.11
Availability: This course is available on the MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit. Priority will be given to students in the MSc in Applied Social Data Science and the MSc in Data Science, followed by students from the MSc in Media and Communications (Data and Society) track.
Course content: This course will cover the principles of digital methods for storing and structuring data, including data types, relational and nonrelational database design, and query languages. Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most timeconsuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects. The coverage of data sharing will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build one or more interactive website based on content relevant to his/her domain-related interests, and will use GitHub for accessing and submitting course materials and assignments.
Teaching: 20 hours of lectures and 15 hours of computer workshops in the MT.
In this course, we introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries. Through joining operations, we will also cover the challenges of data linkage and how to combine datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded

electronically. We will cover database design, especially relational databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project.
Online publishing and collaboration tools forms the second part of this course, along with the tools and technologies that underlie them. Students will develop interactive, secure and powerful projects for the World Wide Web using both client and server side technologies. Collaboration and the dissemination and submission of course assignments will use GitHub, the popular code repository and version control system. The course begins with an indepth look at the markup languages that form the foundations of building web sites with a study of HTML and CSS. Students next study basic programming in JavaScript, to provide client and server side tools including the customization of web content using Bootstrap and Jekyll to publish web pages, which will provide the basis for a class project.
Formative coursework: Students will be expected to produce 10 problem sets in the MT.
Type: Weekly, structured problem sets with a beginning component to be started in the staff-led lab sessions, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.
Indicative reading: Chodorow, Kristina MongoDB: The Definitive Guide, 2nd Edition O'Reilly 2013. Churcher, Clare. Beginning Database Design: From Novice to Professional. Apress, 2007. Tahaghoghi, Seyed M. and Hugh E. Williams. Learning MySQL. O'Reilly, 2006. Karumanchi, Narasimha. Data Structures and Algorithms Made Easy: Data Structure and Algorithmic Puzzles, Second Edition. CreateSpace Independent Publishing Platform, 2011. Lee, Kent. Data Structures and Algorithms with Python. Springer, 2015. Lake, Peter. Concise Guide to Databases: A Practical Introduction. Springer, 2013. Nield, Thomas. Getting Started with SQL: A hands-on approach for beginners. O'Reilly, 2016. Byron, Angela and Addison Berry, Nathan Haug, Jeff Eaton, James Walker, Jeff Robbins Using Drupal: Choosing and Configuring Modules to Build Dynamic Websites. O'Reilly Media, 2008. Duckett, Jon HTML and CSS: Design and Build Websites New York: Wiley, 2011. Duckett, Jon JavaScript and JQuery: Interactive Front-End Web Development New York: Wiley, 2014. Rice, Dylan. Twitter Bootstrap In Your Pocket. CreateSpace Independent Publishing Platform, 2016. Sklar, David Learning PHP 5 O'Reilly, 2004. GitHub Guides at https://guides.github.com, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages". Jacobson, Daniel APIs: A Strategy Guide O'Reilly: 2012. London, Kyle Developing Large Web Applications: Producing Code That Can Grow and Thrive O'Reilly, 2010.
Assessment: Take home exam (50%) and in class assessment (50%).
Student problem sets will be marked each week, and will provide 50% of the mark.

MY498 Half Unit Not available in 2017/18
Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Jouni Kuha COL8.04
Availability: This course is compulsory on the MSc in Applied Social Data Science. This course is not available as an outside option.
Course content: The Capstone course is a dissertation project that represents the final element in the construction of a student's data science masters education. Work with a staff supervisor, and developed in a seminar, the dissertation provides students the means to combine all they have learned and embark on a self-guided project that will serve as their MSc study's crowning achievement.
Teaching: A series of around 4 dissertation seminars during MT and LT. The seminars cover methodological issues such as the literature review, sources of secondary quantitative data, topic guides for interviews, and sources of textual material.
There is no teaching for the Capstone project outside of supervision and our development seminars (currently MY499).
Formative coursework: Each student will be required to give a short presentation outlining the subject of his/her dissertation and the proposed argument of the dissertation in a session organised for all students during ST.
Indicative reading: NA - will differ with every student project
Assessment: Take home exam (100%).
2,500 word take home exam with a programming element

MY499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Prof Jonathan Jackson Col.8.05 and Dr Alasdair Jones Col.8.12
Dissertation supervisors.
Availability: This course is compulsory on the MSc in Social Research Methods. This course is not available as an outside option.
Course content: Students are required to write a 10,000 word dissertation based on an empirical investigation of an issue relevant to the programme content and on a topic within the field covered by their specialist subject and agreed with their supervisor.
Teaching: A series of 3-4 dissertation seminars during MT and LT. The seminars cover issues pertinent to writing a dissertation such as reviewing the literature, using secondary quantitative data, and research ethics.
Formative coursework: Each student will be required to give a short presentation outlining the subject of his/her dissertation and the proposed argument of the dissertation in a session organised for all students during ST.
Assessment: Dissertation (100%, 10000 words) post-summer term.
The 10,000 word dissertation must be submitted via Moodle by 5pm on Friday August 10th 2018.

MY4M1
Foundations of Social Research 1

This information is for the 2017/18 session.
Teacher responsible: Prof Jonathan Jackson MT/Dr Ben Lauderdale LT (MY451), Dr Alasdair Jones (MY400) and Dr Eleanor Knott MT/Dr Flora Cornish LT (MY421).
Availability: This course is available on the MSc in European Studies (Research), MSc in International Political Economy (Research), MSc in International Relations (Research) and MSc in Social Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components: 1. MY451 (MY451M in Michaelmas Term or MY451L in Lent Term) in **Introduction to Quantitative Analysis** - this course is intended for students with no previous experience of quantitative methods or statistics. Students who have already studied statistics and data

analysis should take MY4M2. Plus: 2. MY400 **Fundamentals of Social Science Research Design** 3. MY421 **Qualitative Research Methods** (MY421M in Michaelmas Term or MY421L in Lent Term).
Teaching: See separate course outlines.
Indicative reading: See separate course outlines.
Assessment:
Examination is by three pieces of assessed coursework (67%) and one two-hour paper (33%). Students registered on this course will submit assessed coursework covering MY400 (1000 words due in MT, 5000 due in ST), assessed coursework covering MY421 (3000 words) due in ST, and will take the exam paper MY4M1a (based on the MY451 syllabus) in ST.

MY4M2
Foundations of Social Research 2

This information is for the 2017/18 session.
Teacher responsible: Dr Jack Blumenau MT/Dr Indraneel Sircar LT (MY452); Dr Alasdair Jones (MY400); Dr Eleanor Knott MT/ Dr Flora Cornish LT (MY421)
Availability: This course is available on the MSc in European Studies (Research), MSc in International Political Economy (Research), MSc in International Relations (Research) and MSc in Social Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components: 1.MY452 **Applied Regression Analysis**. This course is intended for students with some previous experience of quantitative methods or statistic, as described in the prerequisites for MY452. Students who have not previously studied quantitative methods or statistics should take MY4M1. The course can be taken either in MT (as MY452M) or in LT (as MY452L). 2.MY400 **Fundamentals of Social Science Research Design** 3.MY421 **Qualitative Research Methods** (either MY421M in Michaelmas Term or MY421L in Lent Term).
Teaching: See separate course outlines.
Indicative reading: See separate course outlines.
Assessment:
Examination is by three pieces of assessed coursework (67%) and one two-hour paper (33%). Students registered on this course will submit assessed coursework covering MY400 (1000 words in MT, 5000 due in ST), assessed coursework covering MY421 (3000 words) due in ST, and will take the exam paper MY4M2a (based on the MY452 syllabus) in ST.

PH400
Philosophy of Science

This information is for the 2017/18 session.
Teacher responsible: Dr Ioannis Votsis
Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science, MSc in Philosophy of the Social Sciences and MSc in Social Research Methods. This course is not available as an outside option.
Pre-requisites: None.
Course content: Science is chock full of miraculous predictions, shocking revolutions, and unexpected results that few science fiction writers could have ever dreamed of. What makes science so special? This course is a tour of the philosophical underpinnings of modern science. No background in any science is needed for this course; everything you need to know will be covered.
Indicative topics include: Theory and Observation: Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account of confirmation, Bayesianism. Laws of Nature: the regularity view of laws, laws as universals, the best systems account, instrumentalism. Explanation: the DN model of explanation, statistical explanation, causal explanation, unification. Intertheory relations: reductionism and pluralism. Realism versus Antirealism: Scientific realism and antirealism, the no miracles argument, inference to the best explanation, the pessimistic meta-induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism, Kuhn and scientific revolutions. Sociological approaches to science: Social constructivism, feminism. Causation: Hume's, Mill's, Mackie's accounts of causation, counterfactual theories, probabilistic causality and manipulability accounts, transference accounts. Philosophy of a special science: Evidence-Based Medicine.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to write four essays (two in MT and two in LT), submit a few short answers before each seminar, and participate in seminar discussion.
Indicative reading: T S Kuhn, The Structure of Scientific Revolutions; K R Popper, Conjectures and Refutations; B van Fraassen, The Scientific Image; N Cartwright, How the Laws of Physics Lie.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

PH404 Not available in 2017/18
Scientific Revolutions: Philosophical and Historical Issues

This information is for the 2017/18 session.
Teacher responsible: Prof John Worrall
Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is not available as an outside option.
Pre-requisites: None
Course content: The course examines a number of fundamental issues in philosophy of science, as they arise from instances of important theory-changes (so-called 'scientific revolutions') in the history of science. It is therefore by no means a 'straight' course in history of science: it looks at historical episodes to test and/or illustrate philosophical theses about science and its development.
1. The Copernican revolution: the switch from the Ptolemaic geocentric view of the world to the Copernican heliocentric one was probably the greatest revolution in human thought ever: What justified the switch? Was Ptolemaic theory definitively refuted by the data? Was Copernican theory simpler? Was the Church's view that Copernican theory should only be thought of as an instrument for calculating astronomical data purely theologically motivated or does it have some scientific rationale? What role was played in the eventual acceptance of the Copernican view by predictive success? Do we need to invoke social or other non-intellectual factors to explain why this 'revolution' occurred?
2. Galileo: Galileo and the telescope: are all observations 'theory-laden' and does this mean that there is a subjective element to all theory-choices? Galileo and the argument for his law of free fall: can theories be 'deduced from the phenomena'?
3. The Newtonian revolution: What was the relationship between Newton's theory and Kepler's and Galileo's laws? What does this tell us about theory-change in general?
4. The chemical revolution: What were Priestley and Lavoisier's experiments, and what exactly lead scientists to supplant phlogiston by oxygen? What does this tell us about theory change in general? In particular, in what sense was the replacement of phlogiston by oxygen rational?
5.19th Century revolutions in Optics: the switches from the corpuscular theory to the wave theory of light and from the wave theory to the electromagnetic theory. What do these cases of theory-change tell us about the twin theses of scientific rationality

and scientific realism?
6. The Darwinian Revolution: This revolution certainly ranks alongside the Copernican one in terms of its impact on man's view of herself. But debates about the scientific credentials of Darwin's theory began immediately on the publication of Darwin's work and continue to this day. Is Darwinian theory unfalsifiable (or even just one big tautology)? Can 'scientific' creationists explain everything that Darwin can?; What objections were raised by Darwin's critics to particular aspects of Darwinian theory? Were these valid objections and, in so far as they were, have they now been resolved?
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Formative coursework: Formative coursework: 2 x 1500 word essays per term.
Indicative reading: Background reading: T S Kuhn, The Structure of Scientific Revolutions; I Lakatos 'Falsification and the Methodology of Scientific Research Programmes' in his The Methodology of Scientific Research Programmes, Philosophical Papers 1; G Holton (revised by S Brush): Theories and Concepts in Physical Science; P Duhem The Aim and Structure of Physical Theory; P Kitcher Abusing Science: The Case against Creationism, K R Popper, Conjectures and Refutations; P Feyerabend Against Method. Recommended reading: The central text for the first part of the course is T S Kuhn, The Copernican Revolution, Harvard University Press. The central text on the Darwinian revolution will be P Kitcher, Abusing Science, the Case Against Creationism. MIT Press. There will be lecture slides on each topic including (i) a list of essential reading and suggestions for further reading and (ii) 'study questions' to guide your thought. Aside from the above reading for the section of the course on the Copernican revolution and the Darwinian revolution, reading for particular topics will be in the form of articles and selections from books. These will be made available electronically on Moodle.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH405
Philosophy of the Social Sciences

This information is for the 2017/18 session.
Teacher responsible: Dr Mattia Gallotti, LAK 3.01
Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science, MSc in Philosophy of the Social Sciences and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Philosophical issues concerning the nature of social scientific theory and its applications. Topics to be covered will include some or all of the following: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role of values in social science; social norms; the construction of social reality; methods of evolutionary explanation in the social sciences; philosophical and methodological critiques of evolutionary psychology. In additional, philosophical problems of particular social sciences such as anthropology, sociology, and economics will also be addressed.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to write three essays: two in Michaelmas term and one in Lent term.
Indicative reading: A detailed reading list will be provided at the beginning of the course. Useful background readings are: The Philosophy of Social Science Reader, edited by Francesco Guala and Daniel Steel; Daniel Little, Varieties of Social Explanation; Alex Rosenberg, Philosophy of Social Science; Martin Hollis, The Philosophy of Social Science; Brian Skyrms, Evolution of the Social Contract. A useful anthology is Readings in the Philosophy of Social Science, edited by Michael Martin and Lee McIntyre,
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the LT.

PH413
Philosophy of Economics

This information is for the 2017/18 session.
Teacher responsible: Dr Johanna Thoma LAK 4.02
Dr Campbell Brown
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MRes in Economics (Track 1), MRes/PhD in Economics, MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science, MSc in Philosophy of the Social Sciences, MSc in Philosophy of the Social Sciences, MSc in Social Research Methods and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Economics A (EC100).
Course content: This course provides a philosophical discussion of the methods and normative commitments of contemporary economics.
The first term will focus on economic methodology and the foundations of utility theory, with an eye to important current debates in economics. We will discuss questions such as: What is utility, and how do economists measure it? Does evidence of widespread `irrationality' from behavioural economics undermine standard microeconomic theory? Can idealised models teach us anything about real-world phenomena? If yes, how? How should we measure important economic variables, such as inflation? How do we best find out what interventions work in development? Does macroeconomics need microfoundations? Is the economics profession to blame for its failure to predict the financial crisis? The second term will focus on welfare economics, and the ethical assumptions and implications of economics. We will cover questions such as: Is getting what you want always good for you? Can you be harmed by something if you never know about it? Does it make sense to say that eating pizza gives me more happiness than going to the movies gives you? Is it possible to combine the preferences of individuals into an overall 'social' preference? Does it matter if the well-being of some people is less than that of others? What are the moral limits of markets? How should we resolve collective action problems? What is a fair distribution of the benefits from cooperation? Should there be barriers to international trade?
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 15 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 2 essays and 1 presentation in the MT and 1 essay in the LT.
Indicative reading: D. Hausman, The Philosophy of Economics: An Anthology; J. L. Bermudez, Decision Theory and Rationality; J. Cohen and W. Easterly, What Works in Development: Thinking Big and Thinking Small; H. Davies, The Financial Crisis - Who is to Blame? D. Hausman and M. McPherson, Economic Analysis, Moral Philosophy, and Public Policy; D. Gauthier, Morals by Agreement; D. Satz, Why Some Things Should Not Be for Sale.
Assessment: Exam (65%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the ST.
Presentation (10%) in the LT.

PH415
Philosophy and Public Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Campbell Brown
This course is taught by Prof. Alex Voorhoeve (weeks 1-5 of Michaelmas Term); Dr. Campbell Brown (weeks 6-10 of MT); Dr. Johanna Thoma (weeks 1-5 of Lent Term); and Prof. Michael Otsuka (weeks 6-10 of Lent Term).
Availability: This course is compulsory on the MSc in Philosophy and Public Policy. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics and Philosophy and MSc in Public Policy and Administration. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.
• What is a correct public measure of well-being?
• Should we distribute resources in health care to produce the most well-being overall or should we also aim to limit inequalities?
• Should people be left to bear the consequences of their free choices?
• May the government force you to buy health insurance?
• Should higher education be financed by student loans or general taxation?
• Should we be free to act as we choose so long as we do not harm others?
• Is killing morally worse than letting die?
• What is the optimal population size?
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 2 essays and 1 presentation in the MT and 1 essay in the LT.
Indicative reading: A detailed list of readings will be available on moodle. The following is an indicative sample of readings that may be discussed in the course.
• Greg Bognar and Iwao Hirose (2014). The Ethics of Health Care Rationing.
• A. Voorhoeve (2018) 'May a Government Mandate More Comprehensive Insurance than People Want for Themselves?' Oxford Studies in Political Philosophy.
• Michael Rustin (2016), 'The neoliberal university and its alternatives', Soundings
• Ronald Dworkin et al (1997) 'Assisted Suicide: The Philosophers' Brief'
• Carol Kates (2004). 'Reproductive Liberty and Overpopulation' Environmental Ethics.
• John Stuart Mill (1859), On Liberty
• Jonathan Wolff (2011), Ethics and Public Policy: A Philosophical Inquiry
Additional readings will be available on Moodle.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH416
Philosophy, Morals and Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Alexander Voorhoeve
The course is taught by Prof. Michael Otsuka (Michaelmas Term weeks 1-5); Prof. Luc Bovens (MT weeks 6-10); and Prof. Alex Voorhoeve (Lent Term weeks 1-10).
Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of the Social Sciences and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.
Course content: Michaelmas Term weeks 1-5 (Michael Otsuka): The ethics of harming and saving from harm. We will discuss the following topics in normative ethics regarding the morality of harming and saving from harm: (i) Should one save the greater number from harm?; (ii) Can contractualism justify the saving of the greater number when and only when we ought to?; (iii) Should one be solely concerned with how badly off people are, or should one also care about inequality?; (iv) Does it make a moral difference that a person is less well off than she could have been? (a.k.a. 'the non-identity problem'); (v) Why is it permissible to divert a tram so that it runs over one rather than five, whereas it is impermissible to kill a single individual in order to redistribute his vital organs to save the lives of five? (a.k.a. 'the trolley problem').
Michaelmas Term weeks 6-10 (Luc Bovens): Moral psychology. We will study five topics in moral psychology, viz. hope, self-management, love, apologies and death. Hoping for something seems to be more than just believing it to be possible and desiring it—but what else is required for hope? Can it be reasonable to adapt our desires and beliefs to improve our quality of life? Or should be just dismiss this as sour grapes and self-deception? Should we conceive of romantic love foremost as a deep attraction to the features of a beloved, a commitment of caring for a beloved, or a desire to form a single identity with a beloved? What makes for a genuine apology? Why would one care that one be forgiven? What kind of hopes might people have in the face of death, if not eternal life? The core thread through our readings are various strategies of coping with life's challenges. We will also explore literary expressions and political dimensions of these concepts in moral psychology. The readings are a combination of chapters from a book manuscript by Luc Bovens and classical and contemporary sources.
Lent Term weeks 1-5 (Alex Voorhoeve): The good life, virtue, and the market. We will engage with two outstanding thinkers from the history of ethics: Aristotle and Hume. We will use their works to pursue the following questions in ethics: What is a good life? What makes a character trait a virtue or a vice? Why be moral? We will also consider social and political questions, including: what is the origin and role of property rights? Do markets corrupt us or make us better human beings?
Lent Term weeks 6-10 (Alex Voorhoeve): The moral law and social justice. In these weeks, we will draw on Kant's works to engage with the following moral questions: Are there moral laws that are binding on every rational being? What does respect for human beings require? Is impartial morality in tension with partial emotions like love? We will also use Rawls's work to pursue the following questions: What does justice require? Does it demand the redistribution of income from rich to poor in order to create a more egalitarian society?
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. Seminars PH416 20 x one-and-a-half hours (MT, LT); Students are strongly advised to attend PH214 Morality and Values lectures, 20 x one hour (MT, LT).
Formative coursework: Students will be expected to produce 1 presentation in the LT and 3 essays in the MT and LT.
Indicative reading: John Taurek, 'Should the Numbers Count?' Philosophy & Public Affairs, 6 (1977): 293-316; Derek Parfit, 'Equality and Priority', Ratio, 10 (1997): 202-221; Derek Parfit, Reasons and Persons; Luc Bovens Coping: a Philosophical Guide (mimeo). Adrienne Martin (2014) How We Hope, Princeton University Press. William James (1896) "The Will to Believe". Plato (1994) Symposium. Translated by Robin Waterfield. Oxford University Press. Jeffrie G. Murphy and Jean Hampton (1990) Forgiveness and Mercy, Cambridge University Press. Samuel Scheffler (2013) Death and the Afterlife, Oxford University Press. Aristotle Nichomachean Ethics. Translated by Terence Irwin. Hackett. Hume A Treatise of Human Nature and Enquiry Concerning the Principles of Morals (excerpts provided). Kant

Groundwork of the Metaphysics of Morals. Mary Gregor and Jens Timmermann. Cambridge. Alex Voorhoeve Conversations on Ethics. Oxford University Press. John Rawls, A Theory of Justice, revised edition;
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (30%, 2000 words) in the ST.
Presentation (10%) in the LT.

PH418
Dissertation Seminar - Economics and Philosophy

This information is for the 2017/18 session.
Teacher responsible: Prof Richard Bradley LAK.203
Availability: This course is compulsory on the MSc in Economics and Philosophy. This course is not available as an outside option.
Course content: The course is intended to develop the ability to make philosophical arguments, to write good philosophical essays, and to present ideas effectively. It covers topics in the philosophy of economics and will serve to prepare students for research and for writing their dissertation.
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 presentation in the MT, 1 presentation in the LT and 1 essay in the ST.
Indicative reading: Readings will be chosen by the seminar participants.
Assessment: This course is not assessed.

PH419
Set Theory and Further Logic

This information is for the 2017/18 session.
Teacher responsible: Dr Owen Griffiths, LAK 3.01
Availability: This course is available on the MPhil/PhD in Philosophy of the Social Sciences, MSc in Economics and Philosophy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Introductory level logic.
Course content: The aim of the course is to help students of philosophy become familiar with naive set theory, classical logic, and modal logic. From set theory, the course covers both 'working' set theory as a tool for use in formal reasoning, and some 'conceptual' set theory of philosophical interest in its treatment of infinite sets, cardinals and ordinals. From classical logic, the course deals with propositional and first-order inference from both semantic and axiomatic viewpoints, with also some material on first-order theories including celebrated theorems of Tarski and Godel. The material on propositional modal logic presents the main axiomatic systems and their analysis using relational models. Throughout, a balance is sought between formal proof and intuition, as also between technical competence and conceptual reflection.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: In each term, students are required to submit solutions to two problem-sets, and write one 1,500 word essay on a topic from a list or proposed by the student and approved by the instructor.
Indicative reading: Textbooks: Makinson, David 2012 Sets, Logic and Maths for Computing, 2nd edition. Springer; Cameron, Peter 1999 Sets, Logic and Categories. Springer; Sider, Theodore 2010 Logic for Philosophy. Oxford University Press. Remark: Specific sections of these three textbooks that are relevant to the weekly topics will be indicated on the Moodle page for the course.
Complementary reading: Crossley, John 1972 What is Mathematical Logic? Dover reprint 1991; Goble, Lou (ed) 2001 The Blackwell Guide to Philosophical Logic, Blackwell; Halmos, Paul 1960 Naive Set Theory, Springer reprint 2011; Smith, Peter 2015, Gödel without (too many) tears. Internet access: http://www.logicmatters.net/igt/godel-without-tears/; Stanford Encyclopedia of Philosophy, internet access: http://www.plato.stanford.edu/.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

PH421
Dissertation Seminar - Philosophy and Public Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Susanne Burri
Availability: This course is compulsory on the MSc in Philosophy and Public Policy. This course is not available as an outside option.
Course content: Aim: This course is intended to develop the ability to write a structured philosophical essay and serves to prepare students in the MSc Philosophy and Public Policy for dissertation writing.
Teaching: 10 hours of seminars in the MT. 20 hours of seminars in the LT.
The course starts with a five hour module on argumentative writing in philosophy (weeks 1-5). This is followed by student presentations in which past MSc dissertations are scrutinized for strengths and weaknesses (weeks 6-10). During Lent Term, students are required to present their MSc dissertations as work in progress.
Formative coursework: Presentation of a past MSc dissertation
Presentation of own dissertation as work in progress
Optional draft of up to 6000 words due at the end of June
Indicative reading: None.
Assessment: This course is not assessed.

PH422
Dissertation Seminar - Philosophy of Social Science

This information is for the 2017/18 session.
Teacher responsible: Dr Mattia Gallotti, LAK 3.01
Availability: This course is compulsory on the MSc in Philosophy of the Social Sciences. This course is not available as an outside option.
Course content: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation. In Michaelmas term, the first few meetings will cover philosophical and argumentative writing, with a number of in-class exercises. Then we will discuss the structure and content of an MSc dissertation in Philosophy and the grading rubric used for marking dissertations. The remainder of Michaelmas term will cover possible thesis topics in the philosophy of social science, with group presentations. In Lent term, seminars will cover topics that are chosen by MSc students for their theses.
Teaching: 10 hours of seminars in the MT. 20 hours of seminars in the LT.
Formative coursework: A number of assignments whose completion will aid the writing of the dissertation will be set over the course of MT and LT.
Assessment: This course is not assessed.

PH423 Not available in 2017/18
Scientific Method and Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Katie Steele
Availability: This course is compulsory on the MPhil/PhD in Philosophy of the Social Sciences. This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.
The course is also open to all LSE MSc and research students.
Course content: Policy decisions should be responsive to our best evidence. But what does this mean? How should we negotiate conflicting sources of evidence? And whose responsibility is it to link policy and evidence?
These questions reflect the two main topics of the course.
The first topic concerns the quality, strength and relevance of the available evidence with respect to a given policy question. This is a central issue in the 'evidence-based' policy-and-medicine movement. Are randomised controlled trials really the gold standard? Can evidence be statistically significant without being scientifically or practically significant, and vice versa? What is the role of quantitative versus qualitative evidence in establishing causal claims? How do general causal laws bear on individual cases, and vice versa? Can some evidence be disregarded due to cultural and political biases?
The second topic concerns the roles and responsibilities of scientists, policy-makers and citizens alike in enhancing evidence-based policy making. What does it mean to say that there is a scientific consensus? Does expert knowledge of scientists constitute a threat to democratic processes? What is the 'Precautionary Principle' and does it provide a way forward when there is little evidence available? To what extent should individual rights be compromised to enable scientific research? What issues arise when scientists interpret and measure ethically-loaded concepts like poverty, well-being or bio-diversity? Is science a 'public good' and what does this mean for how it should be managed?
Examples referred to in the course are drawn from various areas of science in policy-making, including climate, conservation, international development, poverty, education, and health.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 3 essays and 1 presentation in the MT and LT.
Indicative reading: A detailed reading list will be provided at the beginning of the course. Useful background readings are: Cartwright, N. and Hardie, J. (2012) Evidence-Based Policy: A Practical Guide to Doing it Better; Mackie, J.L. (1980) The Cement of the Universe; Howson, C. and Urbach, P. (1993) Scientific Reasoning: A Bayesian Approach; Kitcher, P. (2011) Science in a Democratic Society; Douglas, H. (2009) Science in Policy-Making: Objectivity, Values, and Risk; Stiglitz, J.E. Sen, A. and Fitoussi, J. (2010) Mismeasuring Our Lives: Why GDP Doesn't Add Up.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH425 Half Unit
Business and Organisational Ethics

This information is for the 2017/18 session.
Teacher responsible: Dr Susanne Burri
Availability: This course is available on the CEMS Exchange, MBA Exchange, MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Economics and Philosophy, MSc in Management of Information Systems and Digital Innovation, MSc in Philosophy and Public Policy, MSc in Philosophy of Science, MSc in Philosophy of the Social Sciences, MSc in Risk and Finance and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Some tough-minded people believe that "business ethics" is a contradiction in terms. They argue that business is like a game where winning means making as much money as possible. These tough-minded people claim that whoever thinks otherwise --- whoever thinks that business is also about treating others respectfully --- is either naive, or deluded, or both. What people who argue in this way don't usually realise is that they are, in fact, making an argument within business ethics while they are denying that "business ethics" exists. To assert that business is a game where winning means making as much money as possible is to claim that when it comes to business, everyone should, or is at least permitted to, pay attention only to their personal gain. This statement may be correct, or it may be false. But it is definitely an ethical statement, simply because it makes claims about how people may permissibly behave.
In this introductory course to business ethics, we look at different types of ethical theories, and we apply them to problems that tend to arise in business contexts. The primary aim of the course is not to present you with solutions or dogmatic guidance, but to teach you to think critically, so that towards the end of the course, you will no longer be satisfied with simple answers to difficult problems. Participating in this course will help you sharpen your analytical skills. You will also become more experienced at expressing your thoughts clearly and concisely, both in writing and in discussion.
Topics discussed in the context of this course include:
- What are the moral responsibilities of managers? Is Milton Friedman correct that the main purpose of business is to increase profits?
- What, if anything, is wrong with exploitation? If sweatshop workers voluntarily choose to work under bad conditions because it is their best shot at having a decent life, isn't it wrong to outlaw sweatshop labour and rob the workers of this opportunity?
- If you want to live a morally good life, what career should you pursue? Is William MacAskill right that you should consider working for a hedge fund, and then give a large part of your earnings away to charities?
- Do employers have a duty to promote employee happiness? According to the ancient Greek philosopher Aristotle, happiness is the ultimate goal of all human beings. But is everyone responsible for their own happiness, or are employers required to make their employees happy as well?
- To what extent are the large pay packages that CEOs receive justified? What makes a wage fair?

Required readings amount to about two to three papers per week.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: One essay of 2000 words.
Indicative reading: Carr, Albert Z. (1968): "Is Business Bluffing Ethical?", in Harvard Business Review, 46 (1): 143-153. Friedman, Milton (1970): "The Social Responsibility of Business is to Increase its Profits", New York Times Magazine, Sept. 13. Heath, Joseph (2014): "A Market Failure Approach to Business Ethics", in Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics, pp. 25-41. Oxford: Oxford University Press. Moriarty, Jeffrey (2009): "How Much Compensation Can CEOs Permissibly Accept?", in Business Ethics Quarterly, 19 (2): 235-250. Zwolinski, Matt (2007): "Sweatshops, Choice, and Exploitation", Business Ethics Quarterly 17 (4): 689-727.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in the ST.

PH427 Half Unit

Genes, Brains and Society

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan Birch
Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: None.
Course content: This course examines, from a philosophical perspective, the ways in which recent developments in genetics and neuroscience challenge our conceptions of what we are — and what we could become.
Topics covered include:
Human nature: Does the concept of 'human nature' have any biological basis? Can we distinguish between those traits which are part of 'human nature' and those which are not? And is 'human nature' fixed, or can it be altered by technological means?
Sex and gender: Are 'sex' and 'gender' the same thing? Are gender categories natural or social? Are there robust psychological differences between men and women? If so, are they explained by genes or by culture? And should we reconcile ourselves to these differences, or should we try to eliminate them?
Race: Do races exist? Is there any objective biological basis for racial categorization, or are races socially constructed? Does the concept of 'race' have a legitimate role in medicine?
Free will and responsibility: Has neuroscience debunked the notion of 'free will'? If so, can we still be held responsible for our actions? Should neuroscientific data be used to predict—and prevent—wrongdoing?
Right and wrong: Has neuroscience shown that morality is more a matter of emotion than reason? Can we use neuroscience to help us choose between ethical theories, and to help us improve our own behaviour?
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Lectures: Weeks 1 - 10
Seminars: Weeks 1 - 10
Formative coursework: A critical analysis exercise (1000 words)
Indicative reading: Suggested introductory readings: Glover, J. (2008) Choosing Children. Fine, C. (2005) Delusions of Gender. James, M. (2011) "Race", in the Stanford Encyclopedia of Philosophy [online]. Greene, J. D. (2013) Moral Tribes.
Assessment: Essay (45%, 2000 words) and wiki entry (10%) in the LT.
Essay (45%, 2000 words) in the ST.
There is no exam for this half-unit. There will be two summative essays, each worth 45% of the final mark. 10% of the final mark will be awarded for contributions to a collaborative wiki.

PH428 Half Unit

Emotion, Cognition and Behaviour: Science and Policy

This information is for the 2017/18 session.
Teacher responsible: Adrian Boutel
Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course provides an introduction to the (i) philosophical and (ii) scientific foundations of contemporary cognitive science with a particular focus on its (iii) ethical, social and political implications. No background in either philosophy or cognitive science is required.
Topics covered include:
Folk psychology and its discontents: We tend think of ourselves, and of others, as more-or-less rational instrumental deliberators, choosing actions that further our goals in light of our beliefs. But is this common-sense understanding a good psychological theory? Or is it, at best, a useful heuristic for dealing with something much more complex?
Cognition as computation: Is the brain (like) a computer? Is computation sufficient for thought? Could computers potentially do all the things our minds do?
Dual-process theories: Do our cognitive processes come in 'fast' and 'slow' varieties? Is the mind partitioned into two systems?
Implicit bias: Could we be unaware of our own racial, gender and other biases? If so, are we responsible for the decisions they influence? What can we do about them?
Thought outside the body: Are thoughts wholly 'in the head'? How might they extend beyond it? Will augmented reality paint our minds onto the world?
Happy societies: Should policymakers aim at increasing the happiness of society? What would this mean, and how would we go about it?
Nonhuman thought: Do we share cognitive capacities with animals? What kind of value judgements are involved in answering that question? And if AI is possible, what happens to us when machines can think better than we can?
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Lectures: Weeks 1 - 10
Seminars: Weeks 2 - 11
Formative coursework: One 2,000 word formative essay and comments on a draft of the assessed essay.
Indicative reading: Suggested introductory reading: Crane, T. (2003), The Mechanical Mind (2nd ed). Routledge. Kahneman, D. (2011), Thinking Fast and Slow. Allen Lane/Penguin. Steele, C.M. (2011), Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. W.W. Norton & Co. Thaler, R. H. and C. R. Sunstein (2008), Nudge. Yale/Penguin.
Assessment: Exam (67%, duration: 2 hours) in the LT week 0.
Essay (33%, 2000 words).

PH430 Half Unit

Einstein for Everyone: From time travel to the edge of the universe

This information is for the 2017/18 session.
Teacher responsible: Dr Bryan Roberts LAK 5.03
Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.
Course content: Does the universe have an edge? Is time travel possible? What is a black hole, and in what sense are space and time described by "geometry"? The modern theory of spacetime introduced by Einstein provides a precise framework in which to ask these questions. This course makes their analysis accessible to everyone.
Students will have the opportunity to engage with Einstein's theories of relativity, to use them to analyse philosophical problems, and to examine their philosophical and practical implications. The topics of the course will include: 1) Relativity: Slowing clocks, shrinking rods, and the relativity of simultaneity; 2) Spacetime: Thinking in higher dimensions, faster-than-light travel, and other philosophical issues; 3) Non-Euclidean thinking: Beyond the geometry of Euclid, measuring curvature, gravity as curved spacetime; 4) Cosmology: Our place in the universe, big bang cosmology, time travel; 5) Limits of space and time: Geometry, black holes, singularities.
Students will learn to apply these conceptual tools to the analysis of space, time and gravity, as well as to formulate and argue for their own perspectives on the philosophical implications

of relativity theory. One is often faced with unsubstantiated declarations about the implications of Einstein's theories, by both scientists and non-scientists. This course will equip non-scientists with the conceptual tools needed to critically analyse these claims for themselves. It will also provide students with the tools needed to discuss the philosophy of space and time from a modern perspective.

Einstein for Everyone requires absolutely no background in physics or maths. Students are only required to learn two equations, which really cannot be omitted: E=mc2, and Einstein's equation! However, students with a background in physics will also benefit from the conceptual development and the philosophical problems posed in this course.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT.

Formative coursework: Students will be expected to produce 2 essays in the MT.

In addition to this formative essay, which is due mid-term, students must complete 1-2 short weekly reading questions and submit them through Moodle to prepare for discussion in class.

Indicative reading: All weekly readings will all be made available to students on Moodle. The primary readings will be from Norton, John D. (2017) Einstein for Everyone.

Assessment: Essay (50%, 1500 words) in the MT.

Essay (50%, 1500 words) in January.

PH431 Half Unit

Physics and the City: From Quantum Jumps to Stock Market Crashes

This information is for the 2017/18 session.

Teacher responsible: Dr Bryan Roberts LAK 5.03

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.

Course content: One of the most surprising discoveries of the 20th century is that many things can be described by tiny atoms moving randomly about. Thinking about the physical world in this way led to the invention of modern particle physics. Thinking about the financial world in this way led to modern financial modeling. This course is about some of the philosophical issues underlying the relationship between physics and finance.

Students in this course will explore some of the most important conceptual and philosophical questions underlying physics and finance, like: How are assumptions about randomness compatible with observed forms of determinism? What does it mean to be an atom? How does the quantum world differ from the everyday world? What explains why physical models have unexpected applications in finance? To what extent do such applications help to underpin how the prices of financial instruments are set?

The course will proceed at a conceptual level that is suitable for students of all backgrounds. We begin by introducing the concept of atoms and of the random walk, and investigate the role it played in the development of statistical mechanics and quantum physics. We then explore how random walks and other models used in physics apply to understand financial ideas like rates of return, Black-Scholes option pricing, and stock market crashes, analysing the philosophical issues underlying this practice along the way.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT.

Formative coursework: Students will be expected to produce 1 essay in the LT.

In addition to the formative essay due mid-term, students must complete 1-2 short weekly reading questions and submit them through Moodle to prepare for discussion in class.

Indicative reading: Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles. Some indicative readings include:

- Malkin, Burton G. A random walk down Wallstreet, excerpts.
- Norton, John D. Einstein for Everyone, Chapters 34-37 on Brownian motion and the origins of quantum theory.
- Weatherall, James O. The Physics of Wallstreet.
- Derman, E. My Life as a Quant. Excerpts.

Assessment: Essay (50%, 1500 words) in the LT.

Essay (50%, 1500 words) in the ST.

PH432 Half Unit

Effective Philanthropy: Ethics and Evidence

This information is for the 2017/18 session.

Teacher responsible: Prof Luc Bovens and Mr Stephan Chambers

Professor Bovens will deliver the weekly lectures and the seminars based on lecture material; Stephan Chambers, Marshall Institute Director, will arrange and chair the bi-weekly discussion with leaders in philanthropy.

Availability: This course is available on the MSc in Economics and Philosophy, MSc in International Development and Humanitarian Emergencies, MSc in Philosophy and Public Policy, MSc in Philosophy of Science, MSc in Philosophy of the Social Sciences and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: None.

Course content: The course will address key questions in philosophy and social science concerning philanthropy, including:

- Which motives actually drive philanthropy and which motives should drive it?
- What is the nature and extent of our moral obligations to philanthropy?
- Is the proper aim of philanthropy to 'do the most good'?
- How should the good aimed at be conceived of and measured?
- How, if at all, should people's rights and the risks of causing harm constrain the pursuit of the good?
- What are a charitable organisation's duties of accountability towards its stakeholders, that is, the donors, the recipients and its employees?
- Do we need Randomised Controlled Trials as evidence for the efficacy of philanthropic interventions?
- Which career and personal choices should one make in order to further philanthropic aims
- Which moral principles govern the relationship between the state and private philanthropy? Between corporations and charities?
- What is the role of foundations in support for the arts?
- How should the recipients of aid be represented in media campaigns of charities addressing global poverty?
- What behavioural techniques can be invoked to increase charitable giving and are these techniques respectful of the freedom and autonomy of the targeted donors?

Learning aims:

- Students will learn about key contemporary debates in the ethics of philanthropy through critical engagement with the philosophical literature.
- Students will learn to employ both social scientific research and normative (ethical and methodological) reasoning to assess philanthropic organisations.
- Students will develop independent research skills. In particular, they will learn how to search for relevant social scientific data and cases.
- Students will develop skills in independent and original philosophical questioning and argumentation. In particular, they will be encouraged to set their own research question and develop independent and original perspectives on existing philosophical theories.
- Students will learn team research for a joint summative research presentation.
- bi-weekly seminars

Teaching: 10 hours of lectures, 5 hours of seminars and 10 hours

of seminars in the MT.
1 hour lecture per week (x 10), fortnightly 1 hour additional 'philanthropy in practice' guest lecture and seminar with leading figures in philanthropy organised by the Marshall Institute; seminars: 1 hour per week (maximum of 15 per seminar).
Formative coursework: Students will be expected to produce 1 essay in the MT.
This formative essay has a word limit of 2000 words.
Indicative reading: Essential Readings: Peter Singer The Life You Can Save, Random House (2009). Jennifer Rubenstein Between Samaritans and States: The Political Ethics of Humanitarian INGOs. Oxford: OUP. (2015). The GiveWell website. URL: http://www.givewell.org. Rob Reich, Chiara Cordelli and Lucy Bernholz, Philanthropy in Democratic Societies. Chicago: University of Chicago Press. (2016). Dale Russakoff, The Prize -- Who's in Charge of America's Schools? Houghton Mifflin Harcourt. (2015). Chimamanda Ngozi Adichie, "The Danger of a Single Story." TEDGlobal 2009. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story. Applying behavioural insights to charitable giving. Cabinet Office and Behavioural Insights, 28 May 2013. URL: https://www.gov.uk/government/publications/applying-behavioural-insights-to-charitable-giving
Reading List:
Peter Singer et al. "The Logic of Effective Altruism: Opening the Debate" The Boston Review 6 July 2015. Frances Kamm "Does Distance Matter Morally to the Duty to Rescue?" Law and Philosophy, 19, 655–681. (2000). William MacAskill Doing Good Better. How Effective Altruism Can Help You Help Others, Do Work that Matters, and Make Smarter Choice about Giving Back. London: Guardian Books. (2015). William MacAskill "Replaceability, Career Choice and Making a Difference." Ethical Theory and Moral Practice 17(2), 269-83 (2014). Susan Wolf, "Morality and the View from Nowhere." In: The variety of values: essays on morality, meaning, and love. New York: Oxford University Press (2014). Susan Wolf "Good-for-Nothings" In: The variety of values: essays on morality, meaning, and love. New York: Oxford University Press (2014). Amia Srinivasan, Better Ways to Help. Review of MacAskill's Doing Good Better and Singer's The Most Good You Can Do. In: Times Literary Supplement, November 18, 2015. Martha Nussbaum, "If Oxfam Ran the World. Book Review of Living High and Letting Die: Our Illusion of Innocence by Peter Unger." In: London Review of Books. Vol. 19 No. 17
• 4 September 1997. pp 18-19. (1997).
Theron Pummer "Whether and Where to Give" Philosophy and Public Affairs, First published: 22 August 2016. Jennifer Rubenstein Between Samaritans and States: The Political Ethics of Humanitarian INGOs. Oxford: OUP. (2015). Chiara Lepora, Chiara and Robert E Goodin, On Complicity and Compromise. Oxford: OUP. (2013). The GiveWell website. URL: http://www.givewell.org. Dan W. Brock and Daniel Wikler, "Ethical Issues in Resource Allocation, Research, and New Product Development." In: Disease Control Priorities in Developing Countries, 2nd edition. Edited by Dean T Jamison et al. OUP, 259-70. (2016). Toby Ord, The Moral Imperative toward Cost-Effectiveness. URL: https://www.givingwhatwecan.org/sites/givingwhatwecan.org/files/attachments/moral_imperative.pdf. Esther Duflo, Social Experiments to Fight Poverty. TED talk. (2010) URL: https://moodle.lse.ac.uk/mod/url/view.php?id=595560. Angus Deaton and Nancy Cartwright, Understanding and Misunderstanding Randomized Controlled Trials. (2016) URL: https://www.dur.ac.uk/resources/chess/CHESSK4UWP_2016_05_DeatonCartwright.pdf. Rob Reich, Chiara Cordelli and Lucy Bernholz, Philanthropy in Democratic Societies. Chicago: University of Chicago Press. (2016). Dale Russakoff, The Prize -- Who's in Charge of America's Schools? Houghton Mifflin Harcourt. (2015). Gara Lamarche, "Is Philanthropy Bad for Democracy?" The Atlantic, 30 October 2014. URL: https://www.theatlantic.com/politics/archive/2014/10/is-philanthropy-good-for-democracy/381996/. Rob Reich, "What are Foundations for?" Boston Review, 1 March 2013. URL: http://bostonreview.net/forum/foundations-philanthropy-democracy. Binyavanga Wainaina, "How to Write about Africa." Granta 92: The View from Africa. 19 January 2006. URL: https://granta.com/how-to-write-about-africa/. Chimamanda Ngozi Adichie, "The Danger of a Single Story." TEDGlobal 2009. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story. "Applying behavioural insights to charitable giving." Cabinet Office and Behavioural Insights, 28 May 2013. URL: https://www.gov.uk/government/publications/applying-behavioural-insights-to-charitable-giving
Assessment: Exam (65%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the ST.
In class assessment (10%).

PH445
Dissertation Seminar - Philosophy of Science

This information is for the 2017/18 session.
Teacher responsible: Prof Miklós Rédei
Availability: This course is compulsory on the MSc in Philosophy of Science. This course is not available as an outside option.
Course content: The course is intended to develop the ability to construct sharp analytic philosophical arguments and to write structured philosophical essays. It will help students to choose the topic of their dissertation, help with how to go about researching the topic and how to write the dissertation (by presentation and criticism of preliminary drafts). The course starts with reviewing the structure and content of an MSc dissertation in Philosophy, the requirements of, and grading scheme used for marking dissertations.This is followed by presentations by students on topics intended as possible topics of their dissertations. The presentations will be extensively discussed in the seminar by fellow students and in subsequent private meetings with the seminar leader. In the Lent Term each student will read two former MSc dissertations with topics close to the interest of the student, and each student will report in the seminar on the merits and weaknesses of the selected works, trying to understand why the chosen dissertations received the marks they did. In the final part of the seminar students will again give presentations on the progress of their research.
Teaching: 10 hours of seminars in the MT. 20 hours of seminars in the LT.
Formative coursework: A number of assignments - at least one per term - whose completion will aid the research into and writing of the dissertation will be set.
Assessment: The course is not assessed.

PH456
Rationality and Choice

This information is for the 2017/18 session.
Teacher responsible: Prof Richard Bradley
Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course examines the theory of rationality and rational decision making. It is in two parts (i) Probability and Decision: Probabilistic thinking, different interpretations of probability, decision making under risk, ignorance and uncertainty, the measurement of belief and desire, paradoxes of expected utility theory. (ii) Game Theory and Social Choice: Solution concepts for games, backward induction and hypothetical reasoning, bargaining theory, Arrow's Theorem, the Gibbard-Satterthwaite theorem, interpersonal comparability and Utilitarianism.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will submit a piece of written work each term and/or complete a number of exercises.

Indicative reading: Richard Jeffrey, The Logic of Decision, Michael Resnik, Choices: an introduction to decision theory, Martin Peterson An Introduction to Decision Theory, Amartya Sen Collective Choice and Social Welfare, Duncan Luce and Howard Raiffa Games and Decisions, Wulf Gaertner A Primer in Social Choice Theory, J. S. Kelly Social Choice Theory. An Introduction.
Assessment: Exam (100%, duration: 3 hours) in the main exam period.

PH458 Half Unit
Evidence and Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Ioannis Votsis
Availability: This course is compulsory on the MPhil/PhD in Philosophy of the Social Sciences. This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available with permission as an outside option to students on other programmes where regulations permit.
Although the emphasis throughout will be on ideas rather than formal techniques and although all the ideas will be explained simply and intuitively, some of the evidence relevant for policy is evidence about probabilities and so the course will involve issues about the correct interpretation of probability and statistics. Although no detailed formal manipulations will be required, students will need to feel happy thinking about the intuitive ideas underlying probability and statistics.
Course content: Good policy decisions - whether concerning climate, conservation, international development, poverty, education, medicine, or health - require rational deliberation over whether the proposed policy will (or is likely to) bring about the intended outcome. Will lowering CO2 emissions reduce global warming? Will mass mammography decrease the number of deaths from breast cancer? Will making a drug available on the NHS have (as a rule) a positive effect on patients? Will smaller class sizes enhance scholastic achievement? The obvious suggestion is that answers to such questions are the result of rational deliberation just in case they are based on good evidence and appropriate reasoning. But what counts as good evidence and appropriate reasoning? And what happens when different kinds of evidence pull in opposite directions? Are certain types of evidence more telling than others? And if so, why? Does evidence that the policy works in one country mean that we should have confidence that it will work in another country? If there can be no guarantee of success, will the given policy at least increase the probability of the desired outcome? These are some of the central issues addressed in the course. It might seem initially that only experts, only scientists involved in the field, can tell what counts as good evidence and appropriate reasoning. Yet even experts are susceptible to error. In this course, you can learn how to be 'evidence-savvy', how to ask the right questions about evidence and reasoning as well as how to think about risk-assessment and its relation to policy.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: A detailed reading list will be provided at the beginning of the course. Useful initial readings are: Gigerenzer, G. (2002) Reckoning with Risk: Learning to Live with Uncertainty; Cartwright, N. and Hardie, J. (2012) Evidence-Based Policy: A Practical Guide to Doing it Better; Worrall, J. (2007) 'Evidence in Medicine and Evidence-Based Medicine', Philosophy Compass.
Assessment: Exam (67%, duration: 2 hours) in the main exam period.
Essay (33%, 2000 words) in January.

PH499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Susanne Burri, Prof Richard Bradley, Prof Miklos Redei and Dr Campbell Brown
Availability: This course is compulsory on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is not available as an outside option.
Course content: Students are required to write a 10,000-word dissertation (7,000 for MSc Economics and Philosophy) on a topic within the field covered by their course of study and approved by the Department of Philosophy, Logic and Scientific Method.
Assessment: Dissertation (100%, 10000 words) post-summer term.
The course is assessed 100% by Dissertation. Dissertations must be submitted on a specified date in late August in the academic year registered. (Part-time students are required to submit their dissertations in the August of their second year of part-time registration). All details are given in the Departmental course booklet.

PS400
Contemporary Social and Cultural Psychology

This information is for the 2017/18 session.
Teacher responsible: Prof Sandra Jovchelovitch QU.3.25
Availability: This course is compulsory on the MSc in Social and Cultural Psychology. This course is available on the MPhil/PhD in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit.
Availability as an outside option is also dependent on numbers.
Course content: Selected topics in cultural and modern social psychology. The interface mind, society and culture, with a core focus on: 1) the relationship individual-society and 2) culture as a universal and as a particular context for human cognition, emotion and behaviour. In addition: cultural transmission; ontogenesis and sociogenesis; intersubjectivity, perspectivity; thought and lanaguage; action and joint intentionality; mediation and artefacts; culture and the cross-cultural; global identities; intergroup relations; self and community; theory and research relevant to different fields of application including communication, education, racism and multiculturalism, health community development, social exclusion and disadvantage, mass media, amongst others. Topics are explored at different levels of analysis of social and cultural psychology: ontogenetic (individual self); sociogenetic (social interaction, inter-group relations); phylogenetic (evolutionary history of homo sapiens). Central to the syllabus is to sensitise and train students' to understand and manage cultural and societal variation in cognition, emotion and behaviour. Please note that fields of application and applied content may vary depending on faculty research.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Students' taking PS400 will also be required to attend PS443A lectures, 10 x 120 mins (MT), and 9 x 60 mins discussion groups.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: M Tomasello, The Cultural Origins of Human Cognition. Harvard University Press, 1999. M Cole, Cultural Psychology: A once and future discipline. Harvard University Press, 1996. S Moscovici, Social Representations: Exploration in Social Psychology. Polity Press, 2000. L Vygotsky, Mind in Society. Harvard University Press, 1978. J Valsiner and A Rosa (Eds), Cambridge Handbook of Sociocultural Psychology, Cambridge University Press, 2007. S Jovchelovitch, Knowledge in Context: Representations, community and culture. Routledge, 2007. G Semin & G Echterhoff, Grounding Sociality: Neurons, Mind and

Culture. Psychology Press, 2010. B Franks, Cognition and Culture: Evolutionary Perspectives. Palgrave Macmillan, 2011. J Israel & H Tajfel, The Context of Social Psychology, Academic Press, 1972; M Billig, Arguing and Thinking: A Rhetorical Approach to Social Psychology, CUP, 1987. K Deaux & G Philogene, Representations of the Social, Blackwell, 2001; R M Farr, The Roots of Modern Social Psychology, Blackwell, 1996; U. Flick, The Psychology of the Social. Cambridge University Press, 1998. H Tajfel, Human Groups and Social Categories; Studies in Social Psychology, CUP, 1981. J. Wertsch (ed.) Culture, Communication and Cognition. Cambridge University Press, 1985. In addition, reading lists on specific topics will be distributed during the course.
Assessment: Exam (25%, duration: 1 hour) in the LT week 0. Essay (75%, 5000 words) in the MT.

PS404
Organisational Social Psychology

This information is for the 2017/18 session.
Teacher responsible: Dr Tom Reader QUE.3.10 and Dr Lucia Garcia QUE.3.23
Availability: This course is compulsory on the MSc in Organisational and Social Psychology. This course is available on the MPhil/PhD in Psychological and Behavioural Science, MSc in Social Research Methods and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course addresses both the social psychology of organisations and social psychological processes within organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a variety of professional domains. A basic familiarity with social psychological methods is assumed, but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational analysis, discourse, decision-making and change management are covered with emphasis on their social psychological aspects.
Lectures/seminars in the MT: These will cover key social psychological concepts and theories and their application to the understanding of organisations and the implementation of change processes. The specific topics covered include: 1) Introduction: critique of the tradition and logic underlying organisational psychology; history and frameworks in organisational analysis; "Scientific" management; Taylorism and Fordism; the Human Relations movement and the Socio-Technical approach; 2) Frameworks for analysis: for example, the cultural image of organisations; culture and identity in organisations; power, knowledge and organising; 3) People organising: for example, motivation; work groups and teams; decision-making; leadership, networking and collaborative work ; 4) Implications for practice: for example, managing organisational change.
Professional Seminar Series in the MT: These will centre on discussion of practical and research applications in domains where organisational social psychological investigation and analysis may play a leading role. Each topic will be presented by an external expert working practically in the domain.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Students taking PS404 will also be required to attend PS443A lectures 10 x 120 minutes (MT) and seminars/discussion groups 9 x 60 minutes (MT).
Formative coursework: Formative essay to be submitted in MT.
Indicative reading: Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are: S Clegg & C Handy, Studying Organisations: Theory and Method, Sage, 1998; E H Schein, Organisational Psychology (3rd edn), Prentice Hall, 1988; G Morgan, Images of Organisation (2nd edn), Sage, 1997; A Bryman (Ed), Doing Research in Organisations, Routledge, 1988; Hosking, D.-M., & Morley, I. E. (1991). A Social Psychology of Organizing. Hemel Hempstead: Harvester Wheatsheaf. K E Weick, Sense Making in Organisation, Addison Wesley, 1995. A Furnham, The psychology of behaviour at work: The individual in the organisation, Psychology Press, 2005; S Haslam, Psychology in Organisations: The Social Identity Approach, Sage, 2004. P Spector, Industrial and Organisational Psychology: Research and Practice, John Wiley & Sons, 2012.
Assessment: Exam (25%, duration: 1 hour) in the LT week 0. Essay (75%, 5000 words) in the MT.

PS409 Half Unit
Political Psychology of Intercultural Relations

This information is for the 2017/18 session.
Teacher responsible: Dr Sophie Zadeh
Availability: This course is available on the MSc in Health, Community and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students from all departments may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible
Course content: The course demonstrates the importance of a Political Psychological perspective for the understanding of intercultural relations in general, with a particular focus on multiculturalism, politicised identities, ideologies of nationalism, racialised poverty, institutionalised discrimination and intercultural dialogue. The central issues we shall examine across an array of contexts are: what is the connection between politics and psychology within everyday encounters; what is the relevance of politics in intercultural relations and for systems of everyday knowledge about belonging, nationhood and cultural communities; what are the psychological consequences of exclusion, discrimination and inequality; what are the psychological processes involved in systems of social and political change? Theories of social representations, identity, discourse, contact, acculturation, community resilience and reconciliation shall be covered. Lecturers aim to achieve a balance between theoretical and applied issues, in the interests of critically investigating the ways in which conceptual tools can enhance our own understanding of intercultural relations and systems of inequality, and also contribute to broader social and political debates. We aim to establish an account of intercultural relations that connects the political (the ideological, the structural, the discursive) and the psychological (identity, representation and agency). We apply this critical political psychological account of production and consequences of cultural difference to the contexts of politics, community, education and everyday life in general, and examine the possibilities for productive intercultural contact, dialogue and engagement.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: A written assignment (maximum 1000 words). This will consist of an outline and short section of the summative assignment.
Indicative reading: Andrews, M. (2007) Shaping History: Narratives of Political Change. Cambridge: Cambridge University Press;Augoustinos, M. and Reynolds, K. (2001). Understanding Prejudice, Racism and Social Conflict. London: Sage. Billig, M. (1995) Banal Nationalism. London: Sage. Durrheim, K. & Dixon, J.A. (2005). Racial Encounter: The Social Psychology of Contact and Desegregation London: Psychology Press. Hopkins, N., and Blackwood, L. (2011). Everyday citizenship: Identity and recognition. Journal of Community and Applied Psychology, 21, 215-227. Howarth, C. (2006). A social representation is not a quiet thing: Exploring the critical potential of social representations theory. British Journal of Social Psychology, 45, 65 – 86. Jovchelovitch, S. and Priego-Hernandez, J. (2013). Underground Sociabilities: identity, culture and resistance in teh favelas of Rio

de Janeiro. UNESCO: Brasilia. Kinnvall, C., & Nesbitt-Larking, P. (2011) The Political Psychology of Globalization. Oxford: Oxford University Press. Moghaddam, F. (2008). Multiculturalism and intergroup relations: psychological implications for democracy in global context. Washington DC: APA. Jost, J. & Sidanius, J. (2004) Political Psychology. Hove: Psychology Press. Reicher, S. and Hopkins, N. (2001). Self and Nation. London: Sage. Sen, R., Wagner, W. and Howarth, C. (2014). Secularism and religion in multifaith societies, Springer. Spini, D., Elcheroth, G. and Corkalo Biruski, D. (2013). War, community and social change. Berlin: Springer. Wetherell, M. and Potter, J. (1992). Mapping the Language of Racism: discourse and the legitimation of exploitation. Hemel-Hempstead: Harvester-Wheatsheaf. Verkuyten, M. (2014). Identity and Cultural Diversity. London: Routledge.
Assessment: Essay (90%, 3000 words) and presentation (10%) in the LT.

PS410 Half Unit
Social Representations

This information is for the 2017/18 session.
Teacher responsible: Prof Sandra Jovchelovitch QUE.3.25
Availability: This course is available on the MSc in Culture and Society, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course focuses on social representation as a theory in social and cultural psychology and as phenomena in social life. It explores concepts, empirical studies and fields of application of social representations. The course aims to equip students with in-depth understanding of the production, transformation and contestation of representations in public spheres. Through an examination of concepts and key studies in the field, the course explores the dynamics of social thinking and the power of representations to construct meanings and social realities. It highlights process of communication and contestation between different knowledge systems and the dynamics of social change. The course covers: 1) origins and theoretical roots of social representations in the field of socio-cultural psychology and situated cognition; 2) processes and functions of social representation, including dialogicality, cognitive polyphasia, relating to the unfamiliar, semantic enablers and barriers, and the future of common sense vis-a-vis systemic encroachment and artificial intelligence; and 3) ongoing research on how communities think and the transformation of common sense in contemporary societies, in areas such as self and community, cultural encounters/cultural conflict, health, professional practices, urban transformations, social exclusion (these can vary depending on research at hand).
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: An essay plan of not more than 500 words is required.
Indicative reading: Key texts: G Sammut, E Andreouli, G Gaskell, and J Valsiner (Eds). Resistance, stability and social change: A handbook of social representations. Cambridge University Press, 2015. S Moscovici, Social Representations. Polity Press, 2000; S Moscovici, Psychoanalysis: its image and its public. Polity Press, 2008. S Jovchelovitch, Knowledge in Context: Representations, community and culture. Routledge, 2007. I Markova, Dialogicality and Social Representations. CUP, 2003. D Jodelet, Madness and Social Representations, Harvester/Wheatsheaf, 1991; W Wagner and N Hayes, Everyday Discourse and Common Sense, Palgrave, 2005. K Deaux & G Philogène, Representations of the Social: Bridging Theoretical Perspectives, Basil Blackwell, 2001.
Other texts: R M Farr & S Moscovici (Eds), Social Representations, Cambridge University Press, 1984; Howarth, C. "A social representation is not a quiet thing": Exploring the critical potential of social representations theory." British Journal of Social Psychology, 2006, 45: 65-86. I Marková & S Jovchelovitch (Guest Editors) Journal for the Theory of Social Behaviour, Special Issue on Psychoanalysis: its Image and its Public, 38(4) 2008. H Joffe, Risk and 'The Other'. Cambridge University Press, 1999. U Flick, The Psychology of the Social. Cambridge: Cambridge University Press, 1998. G Maloney and I Parker, Social Representations and Identity: content, process and power, Palgrave, 2007.
Assessment: Coursework (100%, 3000 words) in the ST.

PS411 Half Unit
Current Communication Research

This information is for the 2017/18 session.
Teacher responsible: Dr Bradley Franks QUE.3.05
Availability: This course is available on the MSc in Culture and Society, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students on degrees without a psychology or communications component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.
Pre-requisites: None
Course content: The course content changes every year. It can either be a full thematic course or a collection of current research topics, and will involve contributions of staff members from the Department of Psychological and Behavioural Science and of visiting academics to the Department. The course provides research-led teaching on communication, using a range of theoretical approaches and addressing a wide variety of practical issues.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 3 presentations and 1 other piece of coursework in the LT.
Formative assessment involves:
i. ONE written plan for an answer to an essay question, selected from a range of topics
ii. THREE group presentations on core readings
Indicative reading: The reading list varies according to the particular contents taught in each year.
Indicative readings will be made available during MT
The reading list varies according to the particular contents taught in each year.
Indicative readings will be made available during MT
Assessment: Essay (100%, 3000 words) in the LT.
Summative assessment for this course comprises a 3000 word essay, submitted at the end of LT

PS415 Half Unit
Social Psychology of Economic Life: Advanced Topics

This information is for the 2017/18 session.
Teacher responsible: Dr Frederic Basso, QU.3.14
Availability: This course is available on the MSc in Media and Communications (Media and Communications Governance), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.
Course content: The course takes the position that social

psychology is the key to understanding real-world economic life by taking in account cognitive, affective and social processes. Main concepts: analytic/experiential systems in decision-making, metaphors, images, stories/storytelling, self/extended self in consumption, dramaturgy/staging, social roles, face-to-face interactions, emotional labour/dissonance, gift economy, sharing economy, social group (inclusion/exclusion), stigma, social norms, nudging, disenchantment of the economic world, post-modern hyper-realities, experience economy, resistance to persuasion (inertia, scepticism, reactance), resistance to consumption (avoidance, minimisation, boycott/active rebellion).
Teaching: 15 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: Reading lists will be provided for each topic, the following are of general use; S E G Lea, R M Tarpy & P Webley, The Individual in the Economy, Cambridge University Press, 1987; A Lewis, P Webley & A Furnham, The New Economic Mind: The social psychology of economic behaviour, Harvester, 1995.
Assessment: Essay (100%, 3000 words) in the LT.

PS418 Half Unit
Health Communication

This information is for the 2017/18 session.
Teacher responsible: Dr Jennifer Sheehy-Skeffington QUE.3.20
Availability: This course is available on the MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Population Health, MSc in Health and International Development, MSc in Health, Community and Development, MSc in Media, Communication and Development, MSc in Organisational and Social Psychology, MSc in Population and Development, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course centres on the application of social psychology to the challenge of health communication in a global context. While considering both health and communication in their widest sense, it focuses primarily on the practice of health promotion and its conceptual underpinnings. We will begin with an introduction to health psychology and expert-led approaches to health communication, before moving on to consider health and illness in their wider social and societal context. The final section of the course considers community development and social justice approaches that put empowerment and participation at their centre, enabling us to close with a critical yet hopeful appraisal of the future of health communication. Throughout, we will view the individual as a bio-psycho-social system, located within families, workplaces, communities, local and global cultures, unequal power hierarchies, and rapidly changing social settings. Through lectures, readings and seminar discussions, we will encounter theoretical debates about determinants of health and health-related behaviours, the nature of health communication, and the processes through which communication impacts on health. At the same time, we will consider the implications of these debates for health promotion campaigns and policies, learning about real-world examples through guest lectures, and gaining hands-on experience in designing and critiquing health communication campaigns through practical exercises.
Teaching: 15 hours of lectures and 10 hours of seminars in the LT. Changed to 90 minutes lectures
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: Berry, D. (2007) Health Communication: theory and practice. Buckingham: Open University Press. Crossley M. (2000) Rethinking health psychology. Buckingham: Open University Press. Dixey, R. (Ed.) (2013). Health Promotion: Global Principles and Practice. Wallingford: CABI. Hofrichter, R. (Ed.) (2003) Health and Social Justice: Politics, Ideology, and Inequality in the Distribution of Disease. Jossey-Bass: San Francisco. Hook, D., Franks, B. and Bauer, M. (Eds) (2011). Social Psychology of Communication. Basingstoke: Palgrave. Littlejohn S. and Foss K. (2005). Theories of Communication. Eighth Edition. Belmont CA: Wadsworth. Nettleton, S. (1995). The sociology of health and illness. Oxford: Blackwell. Obregon, R., Waisbord, S. (2012). Handbook of global health communication. Wiley-Blackwell. Peterson, A. and Lupton, D. (1996). The New Public Health - Health and Self in the Age of Risk, Sage. Seale, C. The Media and Health. Sage, 2002. https://catalogue.lse.ac.uk/Record/1115814. Servais, J. (Ed) (2008). Communication for development and social change. Los Angeles: Sage. Tones K. and Green J. (2006). Health promotion: planning and strategies. London: Sage.
Assessment: Essay (100%, 3000 words) in the LT.

PS421 Half Unit
Issues in Social Psychology: Group Dynamics

This information is for the 2017/18 session.
Teacher responsible: Dr Neela Muhlemann, KSW.5.11
Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.
Pre-requisites: Students who come to this course without any background in social psychology are expected to familiarise themselves with the relevant literature. To this end, we strongly suggest that those students read the following books:
Hogg, MA & Vaughan, G. (eds) (2014). Social Psychology. 7th edition. Harlow: Prentice Hall.
Brown, R. (2000). Group processes: Dynamics within and between groups. 2nd edition. Oxford: Blackwell Publisher.
Course content: Group dynamics and interpersonal skills are an essential element in any successful organisation (in the broadest sense) and often provide a 'competitive advantage' in managing organisations of all sorts. Group dynamics directly affect the ability to think, learn and innovate together.
This course provides students with a critical understanding of different theories and practises associated with group dynamics. The objectives of the course are two-fold:
1) To introduce past and present theories of group dynamics by introducing concepts used by psychologists to understand and improve group behaviour
2) To apply and critically evaluate how group dynamic theories help us to explain and predict real-life experience.
Topics that will be covered include: 1) Origins of group dynamics 2) Influence and Power 3) Crowds and collective behaviour 4) Group dynamics and the Internet 5) Intra- and intergroup dynamics 6) Diversity in groups 7) Workgroups in temporary and fragmented contexts 8) Group performance and decision-making 9) The importance of groups for health
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: Haslam, S.A., (2004). Psychology in Organiszations. A Social Identity Approach. London: Sage. Tajfel, H. & Turner, J. (1979). An integrative theory of intergroup conflict. In Austin, & Worchel. The social psychology of intergroup relations, Monterey: Brooks/Cole; pp 33-47. Martins, L. L., Gilson, L. L., & Maynard, M. T. (2004). Virtual teams: What do we know and where do we go from here? Journal of Management, 30, 805-835. Burnes B. & Cooke, B (2013) 'Kurt Lewin's field theory: a review and re-evaluation', International Journal of Management Reviews, vol. 15, no. 4, pp. 408-425. Highhouse, S. (2002). A history of the T-group

and its early applications in management development. Group Dynamics: Theory, Research, and Practice, 6(4), 277. Van Zomeren, M., Postmes, T., & Spears, R. (2008). Toward an integrative social identify model of collective action: a quantitative research synthesis of three socio-psychological perspectives. Psychological bulletin, 134(4), 504. Hornsey, M.J. & Jetten, J. (2004). The individual within the group: Balancing the need to belong with the need to be different. Personality and Social Psychology Review, 8(3), 248-264. Bechky, B.A. & Okhuysen, G.A. (2011). Expecting the unexpected? How SWATofficers and film crews handle surprises. Academy of Management Journal, 54(2), 239-261. Haslam, S.A., Reicher, S.D., & Platow, M.J. (2010). The new psychology of leadership: Identity, influence and power. Psychology Press. (Chapter 4, 6, and 8). Gleibs, I.H., Haslam, C., Haslam, S.A. & Jones, J. (2011). Water clubs in residential care: Is it hte water or the club that enhances health and well-being?Psychology and Health, 26, 1361-1378.
Assessment: Essay (100%, 3000 words) in the LT.

PS428 Half Unit Not available in 2017/18
Knowledge Processes in Organizations

This information is for the 2017/18 session.
Teacher responsible: Dr Lucia Garcia-Lorenzo QUE.3.23
Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course focuses on the processes of knowing and learning to examine the varied ways in which people work together in a number of contexts, from project teams within single organisations to inter-organisational partnerships, networks and alliances. It offers students' a theoretical and practical understanding about how organisations construct, disseminate and share knowledge in those settings.
Concretely, the course addresses the following questions:1) What is organisational knowledge? Lectures will explore the differences and overlaps between personal, social/organisational and cultural knowledge and between the processes of learning and knowing. 2) How do we create new knowledge in organisations? To answer this question we will look into processes of learning, creativity, innovation and entrepreneurship. 3) How can we efficiently share/transmit knowledge in organisations? The course will address the challenges generated through the use of new technologies in the work place, the use of stories and narratives as a mode of knowledge transmission, the development of collaborative practices, power relations in organisations, etc. 4) How do we 'store' and use current organisational and personal knowledge? To answer this question lectures will address the uses of organisational history and memory as well as look into how we practice knowledge in every day organisational work.
The focus of the course is both theoretical and practical. Students' will be expected to engage with both current theoretical debates and emerging practical issues in organisational life.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. Students will be expected to make extended use of the course intranet - for on-line discussions and group presentations.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: Reading lists will be provided for each topic, the following are introductory texts of general use: Amabile, T.M. (1988). A model of creativity and innovation in organisations. Research in Organisational Behaviour 10 (1), 123-167. Castells, M. (1996) The Raise of the Network Society. Oxford: Blackwell; Czarniawska, B. (1998) A narrative approach to organisation studies. Qualitative research methods series. London: Sage. Davenport, T.H. & Prusak, L. (1998). Working knowledge: How organisations manage what they know. Harvard Business Press. Drucker, P. (2014). Innovation and entrepreneurship. Routledge. Heckscheer, C. and Adler, P.S (2006) The firm as a collaborative community. Oxford: Oxford University Press. March, J.G. (1991). Exploration and exploitation in organisational learning. Organisation Science, 2(1), 71-87. Tsoukas, H. (2005) Complex Knowledge: Studies in Organisational Epistemology. Oxford: Oxford University Press. Weick, K. E. (1995) Sensemaking in organisations. London: Sage..
Assessment: Essay (100%, 3000 words) in the LT.

PS429
The Social Psychology of Communication

This information is for the 2017/18 session.
Teacher responsible: Dr Bradley Franks QUE.3.05 and Prof Martin Bauer QUE.3.04
Availability: This course is compulsory on the MSc in Social and Public Communication. This course is available on the MPhil/PhD in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course examines core theories towards a social psychology of communication. Issues raised will refer to verbal and non-verbal, face-to-face, rumours and mass mediated, as well as private and public, communal and strategic forms of communication. The second half of the course will provide an overview of applied communication research in various professional areas of public communication. Theories of communication covered in the course include evolutionary theory, classical rhetoric, diffusion research, pragmatics and relevance theory, semiotics and system theory and the theory of communicative action. Issues will be raised as to the critical analysis and the design of communicative action. Issues will be raised as to the critical analysis and the design of communication efforts in professional fields such as business corporations, NGOs, scientific professional bodies, health promotion, governments and political parties, police campaigns, and international organisations.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Students taking PS429 will also be required to attend PS443A lectures and discussion groups (PS443A lecture 10 x 120 mins (MT) and 9 x 60 mins discussion groups).
Formative coursework: Students' will complete one formative assignment in the MT.
Indicative reading: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. J Habermas, Theory of Communicative Action, Vol 1 + 2, Polity Press, 1997; R Heath & B Jennings, Human Communication Theory and Research: Concepts, Contexts, and Challenges (2nd edn), Lawrence Erlbaum, 2000; A Mattelart & Mattelart, Theories of Communication: a Short Introduction, Sage, 1998; D McQuail, McQuail's Mass Communication theory (4th edn), Sage, 2000; R Rice & C Atkin, Public Communication Campaign, Sage, 2000; E Rogers, Diffusion of Innovation, Free Press, 1995; D Sperber & D Wilson, Relevance: Communication and Cognition, Cambridge, 1995. Hook, D, B Franks, MW Bauer (2011) (eds) The Social Psychology of Communication, London, Palgrave.
Assessment: Exam (25%, duration: 1 hour) in the LT week 0.
Essay (75%, 5000 words) in the MT.

PS438 Half Unit
Corporate Communications

This information is for the 2017/18 session.
Teacher responsible: Dr Ben Shenoy, KSW.5.13
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology, MSc in Social and Public Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students from other programmes may access this course subject to availability.
Course content: The different activities encompassed by the concept of corporate communication affect each one of us in various guises: as employees, customers, citizens, investors or, more generally, as observers of today's world. It is therefore essential to develop a critical understanding of the different practices associated with corporate communication. Future practitioners also need this critical perspective so as to understand better the challenges involved in the development and implementation of corporate communication programmes. The objectives of the course are two-fold: 1) to provide an introduction to corporate communication, here understood as a set of activities undertaken by organisations in order to establish favourable corporate images and reputations with all of an organisation's stakeholder groups; and 2) to underline how a better understanding of key social psychological concepts can contribute to the overall management and effectiveness of organisations and corporate communication.
This course is designed to apply relevant social psychological theory to gain insight into the changing world of corporate communication.
Teaching: 15 hours of lectures and 5 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 case study in the LT.
Indicative reading: J Cornelissen, Corporate Communications: A Guide to Theory and Practice. Sage, 2014; J M T Balmer & A Stephen (eds), Revealing the Corporation: Perspectives on Identity, Image, Reputation and Corporate Branding, Routledge, 2002; Harvard Business Review on Crisis Management, Harvard School Press, 2000; C B M Van Riel & C J Fombrun, Essentials of Corporate Communication: Implementing Practices for Effective Reputation Management, Routledge, 2007. Ashforth, B.E., & Mael, F. (1989). Social identity theory and the organisation. Academy of Management Review, 14, 20-39. Kramer, R.M. (2010). Collective trust within organisations: conceptual foundation and empirical insights, Corporate Reputation Review, 13, 82-97. Hewstone, M.W., Strobe, W. and Jonas, K. (eds) (2012) Introduction to Social Psychology, 5th Edn. Oxford: Blackwell. Chapters 1, 12 and 13); Hogg, M.A. and Vaughan, G.M. (eds) (2012) Social Psychology, 6th Edn. Harlow: Prentice Hall. Chapters 5, 6, 7, 8, 9 and 15.
Assessment: Essay (100%, 3000 words) in the LT.

PS439 Half Unit
Science, Technology and Resistance

This information is for the 2017/18 session.
Teacher responsible: Prof Martin Bauer QUE.3.04
Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Tarde (1980) famously argued that creativity and invention have none or little regularity, while the diffusion of new ideas and practices follows the 'laws of imitation'. This idea remains very influential in the models of diffusion of innovation and the linear model of science translated into technical engineering and marketing. The course will examine critically how this model is only valid hen there is no or little resistance in the process which, however, is rare. More common are efforts of techno-scientific mobilisations that encounter resistance, and resistance changes the process by focussing attention where needed; enhancing the 'collective we-image', evaluating on-going efforts of mobilisation and urging strategic adaptation and delays to the plan. We will explore various conceptions of 'resistance' across the social sciences and develop the functional analogue to 'pain' in relation to collective activity (Bauer, 1991, 1995 and 2015). In this light, we will examine public resistance, public engagement with science and its debates and impact on the developments of nuclear power, genetic engineering and information technology leading into current mobilisations for Nanotechnology, synthetic life forms, and robotic automation.
Students' are expected to appreciate theory driven empirical research.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Bauer, M. (2015). Atoms, Bytes & Genes: public resistance and techno-scientific responses. New York: Routledge. Bauer, M.W. (2013). New technology: a social psychology of disinhibition and restraint. In M.W.Bauer, R. Harre & C. Jensen (Eds) Resistance and the Practice of Rationality. Newcastle:Cambridge Scholar Publishers, pp.79-100. Bauer, M.W. & Gaskell, G. (Eds) (2002). Biotechnology - the making of a global controversy. Cambridge, CUP. Bauer, M.W. (1995). Towards a functional analysis of resistance. In Bauer, M.W. (Eds), Resistance to new technology. Cambridge, CUP, pp.393-418. Bauer, M.W. (1991). Resistance to change - a monitor of new technology. Systems Practice, 4, 3, 181-196. Carlopio, 'A history of social psychological reactions to new technology', Journal of Occupational Psychology, 61, 1988 in Gaskell, G. and Bauer, M.W (Eds), Genomic & Society: legal, ethical and social dimension. London: Earthscan, pp. 228-249. Godin, B. (2015). Innovation contested: The idea of innovation over the centuries (Routledge Studies in Social and Political Thought), New York: Routledge. Latour, B. 'On inter-objectivity', Mind, Culture and Activity, 3, 228-245, 1996. Marteau, T. & Richards, M.P.M. (Eds), The troubled helix: Social and psychological implications of the new human genetics, CUP, 1996; Morris, D.B. (1991). The cutlure of paini. Berekely, UCP. J Van der Plight, Nuclear Energy and the Public, Blackwell, 1992; Roger, E.M. (1996 [1962]). Diffusion of innovation 4th edition. New York: Free Press. Tarde, G. (1962 [1890]). The laws of imitation, Gloucester, MA: Peter Smith. Valente, T.W. & Rogers, E.M. (1995). The origins and development of the diffusion of the innovation paradigm as an example of scientific growth. Science Communication, 16, 3, 242-273. Wall, P.D. (1979). On the relation of injury to pain, The John J Bonica Lecture. Pain, 6, 253-264. Weart, S.R. (1988). Nuclear fear: A histor of images, Harvard University Press.
Each session will have its own particular readings, divided into essential texts and additional readings. This will be revised on an annual basis. No one text covers the entire syllabus; students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.
Assessment: Essay (100%, 3000 words) in the LT.

PS443A
Psychological and Behavioural Science

This information is for the 2017/18 session.
Teacher responsible: Dr Sophie Von Stumm QUE 3.22
Availability: This course is compulsory on the MPhil/PhD in Psychological and Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

This course is a compulsory component of courses: PS400 Contemporary Social and Cultural Psychology; PS404 Organisational and Social Psychology; PS429 The Social Psychology of Communication; and PS465 Psychology of Economic Life.
Course content: What is the relevance of Psychology for social science? How is it useful for the study of organisations, intercultural relations, economic life and communication? Each week we tackle key debates for the social sciences through an examination of key theories in psychological and behavioural science. For example we ask: What drives human innovation and progress? How is human consciousness possible? How does our body affect the way we think? Is intergroup conflict inevitable? Are there cultural differences in how we think? Do we practice what we preach? Do certain organisations produce good leaders? How does social status impact social and economic behaviour? These questions are addressed though the introduction of the main theories of psychological and behavioural science, theories on social learning, cultural evolution, consciousness, social identity, intergroup relations, attitudes and behaviour, social representations, social influence, power, language and leadership. The course is aimed at MSc students with little or no background in psychology but will also include advanced material and critiques for students who want to study topics in-depth.
Teaching: 20 hours of lectures and 9 hours of seminars in the MT.
Formative coursework: This will take the form of a mock MCQ test, conducted in the MT.
Indicative reading: Augostinos, M. Walker I and N Donaghue. (2006) Social Cognition: An integrated Introduction (2nd edition).London: Sage; Bar-Tal, D. (2011) Intergroup conflicts and their resolution: A Social Psychological Perspective. Hove: Psychology Press. Farr, R.M. (1996) The Roots of Modern Social Psychology, Oxford: Blackwell; Flick, U. (1998) The Psychology of the Social. Cambridge: Cambridge University Press; Gergen, K. (1991) The Saturated Self: Dilemmas of Identity in Contemporary Life. New York: Basic Books. Haslam, A. (2001) Psychology in Organisations: The Social Identity Approach. London: Sage. Himmelweit, H. & G Gaskell (1990), Societal Psychology, Sage; Hollway, W. Lucey H. and Phoenix A. (2007), Social Psychology Matters. Milton Keynes: Open University Press.Hook, D. (Ed). (2004).Critical psychology Cape Town: University of Cape Town Press;Ibanez, T. & Iniguez, L. (1997). Critical social psychology. London: Sage; Johannson, T. (2000) Social Psychology and Modernity. Buckingham: Open University Press; Jovchelovitch, S. (2007) Knowledge in Context: Representations, Community and Culture. London: Routledge. Haslam, S.A., Reicher, S.D. and Platwo, M. (2011) The New Psychology of leadership: Identity, influence and power. Hove: Psychology Press. Tajfel, T. (1981) Human Groups and Social Categories: Studies in Social Psychology, Cambridge University Press; Tomasello, M. (2009). Why we cooperate. Cambridge, Mass.: MIT Press.Walkerdine, V. (2002). (Ed.), Challenging Subjects: Critical Psychology for a New Millennium. Basingstoke: Palgrave.
Assessment: The material covered in this course contributes to the formal assessment of the PS400, PS404, PS465 and PS429 core courses. This material is assessed wholly by MCQ which will count for 25% of the overall grades on these core courses; these courses also have their own, specific essay-based assessments which will count for 75% of their overall grades.

PS445 Half Unit
Organisational and Social Decision Making

This information is for the 2017/18 session.
Teacher responsible: Dr Thomas Reader QUE.3.10
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management Science (Decision Sciences), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology, MSc in Social and Public Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit. Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.
Course content: This course teaches on theory and research from the field of organisational and social decision-making. It is primarily focused on high-risk organisational settings, and explores contexts where there is uncertainty, high-consequences for failure, and complex social systems. PS445 provides a historical introduction to decision-making, and introduces the core concepts used by social psychologists to understand (and improve) decision-making processes in organisations. It draws upon the social, cognitive and organisational psychology literatures, and considers the core concepts and tools used to understand, research, and support decision-making in organisations. These theories and tools are contextualized through empirical and case study examples taken from domains such as finance, healthcare, the energy industry, government, and the military. Students will be encouraged to take a critical perspective, and to consider how the principles taught on the course can be applied to (and used to improve) a variety of social or organisational scenarios. The course will cover psychology (or 'Human Factors') concepts such as: intuitive and analytical forms of decision-making, individual traits and cognitive factors that influence decision-makers (e.g. biases and emotions), human error and decision-failures, rule breaking, and group decision-making processes (e.g. teamwork, leadership). It will teach on methods for analysing decision errors, identifying decision-making competencies, observing decision-making, and supporting group decision processes.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 case study in the LT.
Indicative reading: Brown, R. V. (2005). Rational choice and judgment: Decision analysis for the decider: Wiley.; Furnham, A. (2005). The Psychology of behaviour at Work: Psychology Press.; Kerr, N., & Tindale, R. S. (2004). Group performance and decision-making. Annual Review of Psychology, 55, 623-655. ;Klein, K., Ziegert, J. C., Knight, P., & Xiao, Y. (2006). Dynamic delegation: Shared, hierarchical, and deinidivudalized leadership in extreme action teams. Administrative Science Quarterly, 51, 590-621.; Koehler, D., & Harvey, H. (2007). Handbook of judgment and decision-making. Blackwell.; Lipshitz, R., Klein, G., Orasanu, G., & Salas, E. (2001). Taking stock of naturalistic decision making. Journal of Behavioural Decision Making, 14, 331-352.; Mellers, B., Schwartz, A., & Cooke, A. (1998). Judgement and decision-making. Annual Review of Psychology, 49, 447-477.; Reason, J. (1990). Human error. New York: Cambridge University Press; Reason, J. (1997). Managing the risks of organizational accidents. Aldershot, Ashgate.
Assessment: Essay (100%, 3000 words) in the ST.

PS446 Half Unit
Issues in Organizational and Social Psychology: Organizational Life

This information is for the 2017/18 session.
Teacher responsible: Mr Barry Rogers, KSW.5.13 and Ms Elsbeth Johnson, QUE.3.13
Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. This course is capped at 25 students.

Course content: In recent years, much has been made of the demise of the traditional work organisation and with it, traditional organisational life. In popular rhetoric, globalisation, the rise of the knowledge economy, ICT and the credit crunch have all trumpeted the dawn of a very different world. The reality of the situation would seem to be far more complex.
So how do we understand and explain this complexity? This basic question has prompted huge soul searching within the social sciences as comfortable assumptions about the analysis of our world have been shown wanting. For many the current behavioural 'turn' throughout many of our disciplines act as an alternative lens for making sense of our reality - this has as its core the tools and approaches of social psychology.
The aim of the course is to give a social psychological perspective on the elements of continuity and change surrounding contemporary organisational life. It will focus in particular on the blurring of boundaries within our key organizational relationships: with employees, customers, clients, and stakeholders. Its primary objective is to facilitate students in developing a critical and reflective understanding of these emerging processes.
The course is informed throughout by a dual mandate. A rigorous approach to theory will be developed within the context of contemporary organisational issues, and current topics of debate. This essential relationship between theory and practice is a central feature of the course - outside speakers and practitioners are used throughout to supplement the learning for each topic and various forms of social media are employed to connect with an extended community of practice.
The course will address emerging organisational questions such as:
Perspectives: how do we make sense of the complexity of organisational Life?
Why do we work? How do different generations engage with work?
The rise of the BlackBerry: have we moved from the workplace to the 24/7 workspace?
Organisational time: is work life-balance a pipe dream?
After multiculturalism where now for organisational equality, diversity and inclusion?
Corporate Social Responsibility: how do organisations relate to wider stakeholders?
Customer, client or 'partner'? Co-creation as the dynamic for growth.
Beyond the 'ivory tower': how do we relate organisational theory to practice?
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: One formative piece of coursework to be submitted in the LT.
Indicative reading: Detailed references and class topics are distributed in the first lecture of the series. The following represents some key readings from the course:
Beck, U. (2000) The Brave New World of Work. Cambridge: Polity Press; Berger, P. & Luckmann, T. (1967) The social construction of reality. London: Penguin; Clegg, S.R. & Kornberger, M.[eds.] (2006) Space, Organization and Management Theory. Copenhagen: Liber & Copenhagen Business School; Cortina, L.M. (2008) Unseen Injustice: incivility as modern discrimination in organizations. Academy of Management Review, 33, No. 1, 55-75; Flaherty, M.G. (1999) A Watched Pot: how we experience time. New York: New York University Press; Matten, D. & Moon, J. (2008) "Implicit" and "Explicit" CSR: A Conceptual Framework for a Comparative Understanding of Corporate Social Responsibility, The Academy of Management Review, 33, 2, 404-424; Matthewman, S. & Hoey, D. (2006) What happened to postmodernism? Sociology, 40, 3, 529-547; Morgan, G. (1997) Images of Organisation. London: Sage; Rapoport, R., Bailyn, L., Fletcher, J.K. & Pruitt, B. H. (2002) Beyond Work-Family Balance, Advancing Gender Equality and Workplace Performance. San Francisco: Wiley; Smola, K.W. & Sutton, C.D. (2002) Generational differences: Revisiting generational work values for the new millennium. The Journal of Organisational Behaviour, 23, Special Issue, June 2002; Weick, K.E. (2003) Theory and Practice in the Real World in: Tsoukas, H. & Knudsen, C. (2003) The Oxford Handbook of Organizational Studies; Weick, K. E. (1995) Sensemaking in Organisations. California: Sage.
Assessment: Essay (100%, 3000 words) in the ST.

PS451 Half Unit
Cognition and Culture

This information is for the 2017/18 session.
Teacher responsible: Dr Bradley Franks QUE.3.05
Availability: This course is available on the MSc in Culture and Society, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Anthropology (Religion in the Contemporary World), MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course examines recent directions in research relating to the relationships between mind and culture. Specific content will include a variety of theoretical issues, for example: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universals; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.
Teaching: 15 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 3 presentations, 1 quiz and 1 other piece of coursework in the LT.
Will consist of:
i. a plan for an answer to an essay or case study question
ii. group presentations of core readings over the term
ii. a self-administered multiple choice quiz
Indicative reading: Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and are available in S315 and in Outlook/Public Folders/Departments/Social Psychology. The following are of general use: S Atran, Cognitive Foundations of Natural History, Cambridge University Press, 1990; P Boyer, The Naturalness of Religious Ideas, University of California Press, 1996; D E Brown, Human Universals, McGraw-Hill, 1991; D M Buss & D T Kenrick, Evolutionary Social Psychology, 1998, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), The Handbook of Social Psychology, Vol 2, McGraw-Hill, pps. 982-1026; M Cole, Cultural Psychology, Harvard University Press, 1996; S T Fiske et al, The Cultural Matrix of Social Psychology, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), The Handbook of Social Psychology, Vol 2, McGraw-Hill; L Hirschfeld, Race in the Making: Cognition, Culture and the Child's Construction of Social Kinds, MIT Press, 1996; R Nisbett & D Cohen, The Culture of Honor: The Psychology of Violence in the South, Westview Press, 1995; P B Smith & M H Bond, Social Psychology Across Cultures (2nd edn), Prentice Hall, 1998; D Sperber, Explaining Culture, Cambridge University Press, 1996.
Assessment: Other (100%) in the LT.
Students may choose to write EITHER a 3000 word essay OR a 3000 word case study

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PS456 Half Unit
Consumer Psychology

This information is for the 2017/18 session.
Teacher responsible: Prof Saadi Lahlou QUE.3.26
Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public

Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is capped.
Course content: The objectives of the course are: 1) to provide students with an understanding of the social psychological and cognitive processes behind the consumption of goods and services; 2) to point at alternative modes of relationship with users/consumers than the current ones which are based on market and competition; and 3) to prepare students to build better business models or the sustainable provision of goods and services.
The course will address the social psychology of consumption at different levels of analysis: individual, group and societal. It will provide students with psycho-social theories which explain phenomena classically described in marketing and consumer science. It will also explore and present new and innovative research methods and business models.
This is not a standard marketing or consumer research course, it is oriented towards changing the world to a better place rather than moving brand territories and market shares. The students will learn how to analyse a consumption process and change the business models and providers' platforms to improve the world.
The narrative: the current consumer society and its Production Consumption System (PCS) are not sustainable. Happiness measures show that high happiness is not correlated with high GNP. There is a possibility for another PCS where happiness comes more from social factors and less from material consumption.
Changing the system is difficult because one must not only find new ways of consuming, but also a transition path which enables current suppliers to get to another regime.
There are however a series of emerging alternative models. The rise of multi-sided procurement platforms, especially using digital technologies, enables new models where sociability can be used to leverage schemes.
Teaching: 15 hours of lectures and 5 hours of seminars in the LT.
Formative coursework: Essay plan submitted in the LT.
Indicative reading: Griskevicius, V. & Kenrick, D.T. (2013). Fundamental motives: How evolutionary needs influence consumer behaviour. Journal of Consumer Psychology, 23 (3), 372-386. Cialdini, R.B. (2001). Influence: Science and Practice (4th Edt.). New York: Harper Collins. Belk, R.W. (1988). Possessions and the Extended Self. Journal of Consumer Research, 15(2), 139-168. Bourdieu, P. (1986). The forms of capital. In J Richardson (Ed). Handbook of Theory and Research for the Sociology of Education (New York: Greenwood), 241-258. Bendapudi, N.& Leone, R.P. (2003). Psychological Implications of Customer Participation in Co-Production. Journal of Marketing, 67 (January), 14-28. Rysman, M. (2009). The Economics of Two-Sided Markets. Journal of Economic Perspectives, 23(3), 125-143. Additional readings will be recommended throughout the course.
Assessment: Essay (100%, 3000 words) in the LT.
The assignment is understood as part of the learning, to provide the transferable skills of analysing a real case and marking sound recommendations to make the world a better place. In the first part, 'memorandum' (1,000 words), you will be asked to prepare a memorandum to the head of an organisation of your choice, with recommendations that make the business of that organisation more sustainable. The recommendations must be realistic. In the second part of the essay, 'justification' (2,000 words), you will justify the specific recommendations presented in the memorandum with reference to social psychological and consumer psychology literature and concepts. You can read examples of previous years assignments at http://www.lse.ac.uk/DPBS/videos/PS456.aspx. The best essays are sent to the CEOs.

PS458 Half Unit
Creativity and Innovation

This information is for the 2017/18 session.
Teacher responsible: Dr Alex Gillespie QUE.3.03
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Organisational Behaviour) and MSc in Marketing. This course is available as an outside option to students on other programmes where regulations permit.
This course is available to any graduate student within the Department of Psychological and Behavioural Science. This course is available as an outside option to students' on other programmes were regulations permit.
Pre-requisites: An undergraduate degree in a social science related discipline or equivalent.
Course content: This course examines creativity and innovation from a social psychological standpoint. The first lectures of the course examine creativity, focusing on the social conditions which lead to new ideas. Then we will examine the way in which new ideas and technologies are instituted and resisted. The role of play and materiality in creative production are discussed next, followed by creative problem solving and the societal transmission of innovation. The course will end with a focus on societal creativity, utopias and imagining the future. Guiding questions will be: How do new ideas and technologies come about? What social contexts are conducive to creativity and innovation? Can the resistance to innovation lead to innovation? What is the human imagination? Why do humans enjoy play, games and fiction? What leads to insightful problem solving? How does perspective-taking help us understand if something new is creative, productive or useful?
The course will cover the social conditions (i.e., face-to-face or online, one-to-one or group, autocratic or democratic, specialisation or integration, etc.) conductive to creativity and innovation, including the social conditions for socialisation creative individuals and the social and institutional factors which enable productive novelty to be recognised and instituted. Specific topics will include: theories of creativity, play & imagination, insight and problem solving, identifying good ideas, materiality, cultural evolution, the resistance to innovation, user innovation, utopias and how people imagine the future.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: Bauer, M. (2014). Atoms, Bytes and Genes: public resistance and techno-scientific responses. New York: Routledge. Bechtoldt, M.N., De Dreu, C.K., Nijstad, B.A., and Choi, H.S. (2010). Motivated information processing, social tuning, and group creativity. Journal of Personality and Social Psychology, 99(4), 622. Fioratou, E., and Crowley, S.J. (2009). Insightful thinking: cognitive dynamics and material artifacts. Pragmatics and Cognition, 17, 549-572. Glaveanu, V. (2014). Distributed creativity: Thinking outside the box of the creative individual. Cham: Springer. Isaksen, S.G., Dorval, K.B., and Treffinger, D.J. (2010). Creative approaches to problem solving: A framework for innovation and change (3rd Edt.). London: Sage Publications, Inc. Lillard, A. (2001). Pretend play as twin earth: A social-cognitive analysis. Developmental Review, 21(4), 495-531. Montuori, A. (2003). The complexity of improvisation and the improvisation of complexity: Social science, art and creativity. Human Relations, 56(2), 237-255. Maddux, W.W., and Galinsky, A.D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. Journal of Personality and Social Psychology, 96(5), 1047-1061. Mainemelis, C. (2010). Stealing fire: Creative deviance in the evolution of new ideas. Academy of Management Review, 35(4), 558-578. Paulus, P.B. and Yang, H.C. (2000). Idea generation in groups: A basis for creativity in organisations. Organisational Behaviour and Human Decision Processes, 82(1), 76-87. Tosey, P., Visser, M., and Saunders, M.N.K. (2012). The origins and conceptualisation of 'triple-loop' learning: A critical review. Management Learning, 43(3), 291-307. Glaveanu, V., Gillespie, A.

and Valsiner, J. (2014). Rethinking creativity: Contributions from social and cultural psychology. London: Routledge. Von Hippel, E. (2005). Democratizing innovation: the evolving phenomenon of user innovation. Cambridge MA: The MIT Press. Wright, E.O. (2010). Envisioning real utopias. London: Verso. Zittoun, T. & Gillespie, A. (2015). Imagination in human and cultural development. London: Routledge.
Assessment: Essay (100%, 3000 words) in the LT.

PS461 Not available in 2017/18
Health, Community and Development

This information is for the 2017/18 session.
Teacher responsible: Prof Catherine Campbell STC.303 and Dr Jenevieve Mannell STC.367
Availability: This course is compulsory on the MSc in Health, Community and Development. This course is available on the MPhil/PhD in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course examines the psycho-social determinants of community health and social development, in the context of health inequalities and social marginalisation in the global North and South. In particular it explores the role of participation, partnerships and collective action in facilitating health, well-being, the management of illness (including prevention, service access, care and treatment) and health-enabling social change. Attention is given to promoting behaviours that facilitate both physical and mental health and well-being more generally, viewing health as a phenomenon that spans the individual, community and social levels of analysis.
The challenges of facilitating health, and health-enhancing collective action, are explored with reference to social identities, social representations and local knowledge, dialogue, empowerment, critical thinking, gender, social capital and social change. All this material is contextualised within wider debates about the global nature of public health, mainstream vs. alternative development policy, the respective roles of local and global social movements, and the potential for participation to alleviate the negative health impacts of social inequalities. Particular attention is given to the links between health and inequalities related to poverty, gender and sexuality, ethnicity, age (children and the elderly) and disability.
The over-riding ethos of the course is an interest in the links between theory and practice. Attention is given to providing students with actionable conceptual tools for the challenges of designing and evaluating community-focused programmes in the fields of public health, health promotion and health-supporting social transformation.
Teaching: 20 hours of lectures and 5 hours of seminars in the MT.
Formative coursework: A mini-essay submitted in MT.
Indicative reading: Chambers, R. (2003). Whose reality counts? Putting the first last. London: ITDG. Cornwall, A (Ed) (2011) The participation reader. Zed. Crisp, Nigel (2010) Turning the world upside down: the search for global health in the 21st century. London: Royal Society of Medicine. Das,V, Kleinman, A, Ramphele, M, Reynolds, P (2000) Violence and subjectivity. Berkeley: UCLA Press. Fadiman, A. (1997). The Spirit Catches You and You Fall Down: A Hmong child, her American doctors, and the collision of two cultures. New York: Farrar, Straus and Giroux. Farmer, P. (2003). Pathologies of Power: Health, Human Rights, and the New War on the Poor. Berkeley: University of California Press. Freire, P. (1973). Education for critical consciousness. New York: Continuum. Hickey, S. & Mohan, G. (Eds.). (2004). Participation: From tyranny to transformation? London: Zed. Kabeer, N. (1994) Reversed realities: Gender hierarchies in development thought. London: Verso. Kagan, C., Burton, M., Duckett, P., Lawthorn, R. S., & Siddiquee, A. (2011). Critical community psychology. Oxford: Wiley-Blackwell. Mate, G (2003) When the body says no: exploring the stress-disease connection. New Jersey: Wiley. Minkler, M. (Ed.). (2004). Community Organizing and Community Building for Health. Chapel Hill: Rutgers University Press Nelson, G. & Prilleltensky, I. (2006). Community Psychology: in pursuit of liberation and well-being. Palgrave MacMillan. Percy-Smith, B & Thomas, N (2010) A handbook of children and young people's participation. London: Routledge. Pottier, J., Bicker, A. & Sillitoe, P. (Eds.). (2003) Negotiating local knowledge: power and identity in development. London: Pluto. Rifkin, S, Pridmore, P (2001) Partners in Planning. Oxford: MacMillan. Stephens, C (2008) Health promotion: a psycho-social approach. Berkshire: McGraw Hill, Open University Press. Tones, K, Green, J (2006) Health promotion: planning and strategies. London: Sage.
Assessment: Exam (50%, duration: 3 hours) in the main exam period.
Essay (50%, 5000 words) in the MT.

PS462 Half Unit
Theory and Practice of Organisational Development

This information is for the 2017/18 session.
Teacher responsible: Ajit Menon, KSW.5.13
Availability: This course is available on the MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.
Course content: The organisation is a social system that is complex, dynamic and ever changing. This course attempts to explore the management of organisational change and development in a practical way. It does this by recognising that there are research-based methodologies for ensuring that the potential inherent in change is harnessed, and that the capacity and potential of the organisation, in the pursuit of a broad range of organisational objectives, are enabled. While it is informed by a number of key theoretical frameworks, Organisation Development comes into its own in application. The aim of the course, therefore, is two fold: first to explore the body of core theory underpinning the practice; second, to examine the practice of Organisation Development as a 'process' (not a 'product' or a 'programme') which fundamentally influences and is influenced by the specific organisational context within which it takes place. Drawing on key theoretical frameworks and the approaches of major practitioners, the course also examines a range of current, best practice socio-psychological interventions. Students will be actively encouraged to relate key theoretical perspectives to organisational challenges covering a range of contemporary issues and contexts.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: C Argyris, On Organisational Learning (Malden, Mass: Blackwell Business, 1999); Richard Beckhard, Organisational Development: Strategies and Models (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1969); W Bennis, K Benne & R Chin, The Planning of Change, (New York: Holt, Rinehart & Winston, 4th edn, 1984); P Checkland, Systems Thinking, Systems Practice (Chichester: Wiley, 1981); W Isaacs, Dialogue and the Art of Thinking Together (New York: Doubleday 1999); P R Lawrence & J W Lorsch, Developing Organisations: Diagnosis and Action (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1969); M L Tushman & P Anderson, Managing Strategic Innovation and Change (New York: Oxford University Press, 1997); Edgar Schein, Process Consultation: Its Role in Organisation Development (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1988); Edgar Schein, Organisational Culture and Leadership (San Francisco: Jossey Bass, 1992
Assessment: Presentation (45%), essay (45%) and class participation (10%) in the LT.

PS464 Half Unit
Social Influence

This information is for the 2017/18 session.
Teacher responsible: Prof Martin Bauer QUE.3.04
This is taught jointly with Dr Gordon Sammut, Lecturer at University of Malta, and Visiting Fellow to the Department of Psychological and Behavioural Science.
Availability: This course is available on the MSc in Health, Community and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Research Methods, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: The course is primarily intended for MSc and PhD students in Social Psychology, in particular those who follow PS429 Social Psychology of Communication or equivalent core modules in Social Psychology. But, conditional to available space, it will be open to any interested MSc or Research Student from across the school.
Course content: This course explores the many modes and modalities of social influence which social psychology has studied and developed concepts for. Modalities of social influence cover processes by which social groups and actors normalise, assimilate and accommodate private and public opinion, attitudes, social stereotypes, institute normative expectations and ways of life, and achieve recognition and social change. We will discuss the social psychological traditions such as rhetoric, crowd behaviour, public opinion, leadership, norms, opinion and attitude formation, majority and minority influence, resistance and obedience to authority, dual-processes of persuasion, mass media effect models; fait-accompli, inter-subjectivity and inter-objectivity. This discussion will unfold under three parallel perspectives: 1) the theoretical and empirical grounding of influence models; 2) the socio-historical context of their formulation, many models came out of WWII and Cold War; and 3) in the mirror of current formulations which often deploy new language without necessarily treading new ground. The course will discuss current ideas and models in comparison with canonical paradigms in order to assess 'real progress' of what often seems 'old wine in new bottles'. The course builds a theoretical integration of modalities of influence in the 'cycle of normativity and common sense' including the normalisation, assimilation and accommodation of social diversity (Sammut & Bauer, 2011). The moral ambiguity of social influence treads a fine line between promoting wellbeing and social recognition, and manipulating beliefs, opinion and attitudes. This raises ethical issues involved in the study and exercise of social influence in the modern public spheres.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Teaching arrangement: the course will be taught as a combination of weekly lecture and discussion seminar. Participants are expected to prepare at least one seminar discussion.
Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the LT.
Participants will contribute to the reading seminars with a presentation, and they will be able to present an essay plan for formative feedback before the end of term.
Indicative reading: Some key references:
- Billig M
- Gigerenzer G (2007) Gut feelings, New York: Viking;
- Habermas J
- Kahnemann D (2011) Thinking, fast and slow; London: Penguin Books.
- Paicheler
- Pratkanis
- Sloane T d Encyclopedia OUP
- Sammut D W ds Communication Palgrave pp87-106.

Each session will have its own particular readings, separated in essential texts and additional readings. This will be revised on an annual basis. No one book covers the entire syllabus; students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.
Assessment: Essay (100%, 3000 words) in April.

PS465
Psychology of Economic Life

This information is for the 2017/18 session.
Teacher responsible: Prof Saadi Lahlou QU 3.26
Additional teacher(s): Dr Frédéric Basso QU 3.1.4
Availability: This course is compulsory on the MSc in Psychology of Economic Life. This course is not available as an outside option.
Course content: Human activity is goal-oriented and social; it is evaluated at individual level in terms of emotions and well-being.–a heritage of our Primate nature. Humans have now grown outside of the initial "natural" ecological condition of small tribes of hunters-gatherers to which their body and psyche were adapted. They have socially constructed socio-economic systems ("Production-Consumption Systems" –PCS). In these PCS, individual satisfaction and resources are obtained through participating into a labor division following institutional rules. While this institutionalized system enables canalizing positively some explosive characteristics of humans (competition, hierarchy, preference for the present etc.), the growth of such PCS in a limited world poses urgent problems of sustainability.
Some of the most blatant limitations to the current system come from human drives (competition, aggression, desire for more, inter-group rivalry, short-termism, etc.).
The problem addressed by the Psychology of Economic Life is therefore to explore new ways of constructing sustainable PCS, and to manage the transition from the current state to a more sustainable one. This exploration must be informed by a realistic psychology, which is the object of this course.
Teaching: The course is delivered in Michaelmas Term over 10 lectures of 2h (2 per week, over weeks 1 to 5); 5 weekly seminar sessions of 1.5 hours (weekly over weeks 1 to 5) and three special seminar sessions of 2 hours (weeks 7, 8, 9). Students taking PS465 will also be required to attend PS443A lectures, 10 x 120 mins (MT), and 9 x 60 mins seminars/ discussion groups (MT).
Lectures:
Week 1:
Lecture 1: Introductory lecture. Course narrative [SL]
Lecture 2: Societal psychology, economics and installation theory [SL]
Week 2
Lecture 3: Organisations and Markets [FB]
Lecture 4: The cognitive side of economic life (1): From procedural rationality to heuristics in decision-making [FB]
Week 3:
Lecture 5: Representations and Institutions. [SL]
Lecture 6: Installation Theory, Advanced. [SL]
Week 4
Lecture 7: Motivation at Work [FB]
Lecture 8: The socio-cognitive side of economic life: Thinking about other individuals [FB]
Week 5:
Lecture 9: Transactions and platforms: what is exchanged in interaction? [SL]
Lecture 10: Change processes: principles, forms; theories and practice [SL]
The lectures will be delivered in weeks 1 to 5 so the weeks from 6 to 10 can be used to prepare the case that will be used for the essay.
Formative coursework: Students will be expected to produce 1 quiz and 1 mini-essay in the Michaelmas Term.
The Quiz will be a multiple choice question formative exam (based on content of PS443A).
Indicative reading: There is no single text for PS465 but one may find the following texts useful. Barkow, J., Cosmides, L., &

Tooby, J. (1992). The adapted mind: Evolutionary psychology and the generation of culture. New York: Oxford University Press. Oxford University Press. Diamond, J. (2005). Collapse. How societies choose to fail or succeed. New York: Penguin Books. Goffman, E. (1959). The presentation of self in everyday life. New York: Doubleday Anchor books. Himmelweit, H. T. & Gaskell G. (1990). Societal psychology. London: Sage Publications, Inc. Johansson, T. (2000). Social Psychology and Modernity. Buckingham & Philadelphia: Oxford University Press. Kahneman, D. (2011). Thinking, fast and slow. New York: Farrar, Straus and Giroux. Lahlou, S. (n.d.). (2017) Installation Theory. The societal construction and regulation of individual behaviour. Cambridge: Cambridge University Press. Lewis, A. (Ed.). (2008). The Cambridge Handbook of Psychology and Economic Behaviour. Cambridge: Cambridge University Press. Lewis, A., Webley, P., & Furnham, A. (1995). The New Economic Mind. Hemel Hempstead: Harvester/ Wheatsheaf Books. Farr, R. M. (1997). "The new economic mind: The social psychology of economic behavior: A. Lewis, P. Webley, and A. Furnham (eds.)" Book review. Journal of Economic Psychology, 18(6), 713-717. Mead, G. H. (1934). Mind, self & society: from the standpoint of a social behaviorist. Chicago: The University of Chicago press. Thaler, R. H., & Sunstein, C. R. (2008). Nudge: Improving decisions about health, wealth, and happiness. New Haven & London: Yale University Press. Webley, P., Burgoyne, C., Lea, S., & Young, B. (2001). The Economic Psychology of Everyday Life. Hove & Philadelphia: Psychology Press
Assessment: Exam (25%, duration: 1 hour) in the LT week 0.
Essay (75%, 6000 words) in the MT.
The exam is a seated Multiple Choice Question based on PS443A.
The exam is individual.
The essay is written in groups.
Assessment is part of the learning process. Students must demonstrate their knowledge of theories learned in the course, and apply them to analyse a real case of economic phenomenon (business model, organization, public policy…) -and eventually propose realistic recommendations for an improvement of sustainability. The case must be different from cases studied in the option courses, and from the dissertation. This work is collective. The students will be assembled in groups and produce a case study collectively. The group essay is collectively marked by group; but students will also be asked requested to write a 1000 words individual short essay individually marked.
Both assessments are prepared by an unmarked formative.

PS466 Half Unit
Happiness

This information is for the 2017/18 session.
Teacher responsible: Prof Paul Dolan QUE.3.08
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environmental Economics and Climate Change, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social and Cultural Psychology, MSc in Social and Public Communication and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit. This course is available as an outside option to students on other programmes where regulations permit and subject to the size of the room that is allocated for it.
This is a capped course. In teaching week 1 places will be allocated to students from the Department of Psychological and Behavioural Science on a first come first served basis. At the start of week 2 any remaining places will be allocated to students from other departments, again on a first come first served basis.
Course content: This course aims to introduce students to the main concepts and tools of the science of happiness. To achieve this aim, the course is based around ten lectures covering: 1) what is wellbeing?; 2) research on happiness; 3) evaluations of happiness; 4) experiences of happiness; 5) adaptation and attention; 6) mistakes about happiness; 7) happiness by design; 8) valuing non-market goods using preferences; 9) valuing non-market goods using happiness; 10) happiness as a (the?) policy objective.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
There are ten topics, and the seminars allow for in depth discussion and analysis of the issues raised in the lectures Formative coursework.
Formative coursework: Students will be expected to produce 1 essay (1000 words) in the LT.
Indicative reading: Clark, A, Frijters, P. Shields, M. (2007) Relative income, happiness and utility: an explanation for the Easterlin paradox and other puzzles. Journal of Economic Literature, 4695-144. Kahneman, D. Krueger, A. Schkade, D. Schwarz, N. Stone, A. (2004) Toward national well-being accounts. American Economic Review, 94(2), 429-434. Dolan P. Happiness by design: Finding pleasure and purpose in everyday life, Penguin 2016. Wilson, T. Gilbert, D. (2003) Affective forecasting. Advances in Experimental Social Psychology, 35, p345-411. Dolan P and Kahneman D, Interpretations of utility and their implications for the valuation of health, Economic Journal., 118 (525), 215–234, 2008.
Assessment: Essay (100%, 2500 words) in the ST.

PS467 Half Unit
Behavioural Science

This information is for the 2017/18 session.
Teacher responsible: Prof Paul Dolan QUE.3.08
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Environmental Economics and Climate Change, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social and Cultural Psychology, MSc in Social and Public Communication and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit. This course is available as an outside option to students on other programmes where regulations and room sizes permit.
This is a capped course. In teaching Week 1 places will be allocated to students from the Department of Psychological and Behavioural Science on a first come first served basis. At the start of Week 2 any remaining places will be allocated to students from other departments, again on a first come first served basis.
Course content: This course aims to introduce students to the main concepts and tools of behavioural science. To achieve this aim, the course is based around ten lectures covering: 1) what is behavioural science?; 2) choices under risk and uncertainty; 3) intertemporal decisions; 4) social and moral preferences; 5) biases and heuristics and rules of thumb; 6) the role of emotions in decision making; 7) dual-process models of behaviour; 8) the power of nudges; 9) compensating behaviours; 10) ethical considerations.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
There are ten topics, and the seminars allow for in depth discussion and analysis of the issues raised in the lectures.
Formative coursework: Students will be expected to produce 1 essay (1000 words) in the MT.
Indicative reading: Rabin, M. (1998). Psychology and Economics. Journal of Economic Literature, 36, 11-46. Weber, E.U., and Johnson, E.J. (2009). Mindful judgment and decision making. Annual Review of Psychology, 60, 53-85. Loewenstein, G., Weber, E.U., Hsee, C.K., and Welch, N. (2001). Risk as feelings. Psychological Bulletin, 127, 267-286. Dolan P, Hallsworth M, Halpern D, King D, Metcalfe R, Vlaev I, Influencing behaviour: the

mindspace way, Journal of Economic Psychology, 33, 1, 264-277, 2012. Thaler, R. and Sunstein, C. (2003) Libertarian paternalism, American Economic Review, 93, 2, 175-179.
Assessment: Essay (100%, 2500 words) in the LT.

PS497
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Frederic Basso QUE.3.14
Availability: This course is compulsory on the MSc in Health, Community and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.
Course content: The dissertation is an empirical investigation, carried out by the student, under the supervision of a member of staff. Research topics and methodologies vary considerably, but they must relate to the student's MSc Programme. All dissertation topics will need to be approved by a supervisor who is a faculty member of the Department of Psychological and Behavioural Science. By the end of the Michaelmas Term students will be introduced to the Dissertation module and members of staff will outline the research areas in which they would be keen to supervise projects. In the first instance students should approach the member of staff whom they would like to be supervised by. Students then submit a Dissertation Plan, outlining their project, and the supervisor who they have discussed the project with. Students are then allocated to supervisors. The supervisor will advise the student, help provide information and bibliography, and provide feedback on the research.
Teaching: 16 hours across LT and ST consisting of group supervision, workshops and related research activities.
Formative coursework: Students will receive formative feedback from their supervisor on the following coursework (1,000 words): 1) A Dissertation Plan 2) A Dissertation Progress Report
Assessment: Dissertation (100%, 10000 words) post-summer term.

PS4A5
Methods for Social Psychology Research: Qualitative and Quantitative Methods

This information is for the 2017/18 session.
Teacher responsible: Dr Bradley Franks QUE.3.05
Availability: This course is compulsory on the MSc in Health, Community and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option. All components of this course are compulsory for students taking MSc degree programmes in the Department of Psychological and Behavioural Science.
Course content: This course is for all MSc students' in the Department of Psychological and Behavioural Science. It will: 1) provide an overview of methodological issues for Social Psychological research; 2) cover core skills in research design in Social Psychology; and 3) provide training in core Social Psychological methods of analysing quantitative and qualitative data. By the end of the course as a whole, students' will be equipped with methodological skills that will enable them to conduct empirical research for their MSc dissertation and possibly research after the MSc.
Teaching: All teaching takes place in the MT and LT. The course has three components: 1) PS4AA which consists of 13 hours of lectures on methodological issues and research design, as preparation for completing the course, PS497 Dissertation; 2) MY421M Qualitative Research Methods; and 3) MY465 Intermediate Quantitative Analysis. There is also a series of non-compulsory and non-assessed specialist workshops in LT and ST on specific research methods that students can choose to attend for preparation of their dissertation.
Formative coursework: Students will follow the formative work requirements on the MY course(s) that they take under each stream.
Indicative reading: Bauer, M. and Gaskell, G. (2000) Qualitative researching with text, image and sound - a practical handbook London, Sage Breakwell, G. Foot, H. and Gilmour. (1988) Doing Social Psychology: Laboratory and Field Exercises. Cambridge: Cambridge University Press. Miell, D. and Wetherwell, M. (1998) Doing Social Psychology. Milton Keynes: Open University Press.
Assessment: Other (100%).
PS4AA: Not assessed
MY421: 50% 3,000 word report (ST)
MY465: 50% unseen examination (ST)

SA403
Criminal Justice Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Tim Newburn OLD 2.40a
Availability: This course is compulsory on the MSc in Criminal Justice Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be capped at 30 students with preference given to MSc Criminal Justice Policy students and then those on other MSc programmes in the Department of Social Policy. Some places are available for those on the Master of Laws and Master of Laws (extended part-time study). Once core course allocations are made, the remaining places will be offered on a ballot basis.
Course content: The course provides a detailed and critical introduction to the study of criminal justice institutions, practices and participants. It begins with an introduction to the nature of crime and contemporary criminal justice policy. It then examines the main elements of modern criminal justice systems (police, courts, prisons, probation, the media, and private security). Special emphasis is given to current issues such as restorative justice and increasing rates of incarceration. The course combines up-to-date empirical work with theoretical perspectives and also emphasises the role of historical and comparative perspectives in understanding current trends.
Teaching: 15 hours of lectures, 13 hours and 30 minutes of seminars and 1 hour and 30 minutes of workshops in the MT. 15 hours of lectures and 15 hours of seminars in the LT.
Lectures: SA403.1 20 weekly one and a half hour lectures, MT and, LT.
Seminars: SA403.2, 19 weekly one and a half hour seminars, MT and LT.
Workshop: SA403.3, 1 session of one and a half hours in MT
There will be a reading week in Weeks 6 of MT and LT.
There will be a revision session and mock exam in ST.
Formative coursework: Michaelmas Term – formative essay and one-to-one feedback. Summer term – mock exam (one question).
Indicative reading: There are two set texts for the course: M Maguire, R Morgan & R Reiner (eds.) (2012), The Oxford Handbook of Criminology, 5th edn; and T Newburn (2012), Criminology, 2nd edn.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2000 words) in the ST.

SA409 Half Unit
Social Security Policies

This information is for the 2017/18 session.
Teacher responsible: Dr Kitty Stewart OLD2.36
Availability: This course is available on the MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course analyses the purposes, design and impact of social security policies, meaning policies that protect and support household income at times when income from the labour market does not suffice. The need for social security arises both from demographic factors that affect nearly everyone during their life course – childhood, parenthood, old age – and from risk factors that will end up affecting only some – unemployment, sickness and disability. The course takes a comparative approach, examining differences in the design of social security policies across welfare regimes and drawing on examples from different countries. The focus is largely on industrialised countries, but the course also touches on issues arising in delivering social protection in other parts of the world.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 2 hours of seminars in the ST.
Formative coursework: Seminar members will be expected to make one presentation to the seminar group and submit one written paper during the course of the term. Students will also be expected to come to seminars each week prepared to present on and debate the week's key readings.
Indicative reading: Basic reading for the course includes: R Walker, Social Security and Welfare: Concepts and Comparisons, Oxford University Press, 2005; J Millar (Ed), Understanding Social Security, 2nd ed. The Policy Press, 2009; J Dixon, Social Security in Global Perspective, Praeger, 1999; J Hills, Good Times, Bad Times: The Welfare Myth of Them and Us, Policy Press, 2014; ILO, World Social Protection Report 2014/15: Building Economic Recovery, Inclusive Development and Social Justice.
Assessment: Exam (75%, duration: 2 hours) in the main exam period. Essay (25%, 1500 words) in the LT.

SA429 Half Unit
Understanding Social (Dis)advantage

This information is for the 2017/18 session.
Teacher responsible: Professor Lucinda Platt OLD 2.25
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in City Design and Social Science, MSc in Criminal Justice Policy, MSc in Gender, Policy and Inequalities, MSc in Global Population Health, MSc in Inequalities and Social Science, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is currently capped at 60 places. Offers of places will be made on the basis of applicants' statements. Priority for places is given to students on Social Policy MSc programmes and to students on the MSc Inequalities and Social Science. Students from departments other than the Department of Social Policy may be accepted onto a waiting list. Places remaining available three days before the start of the course will not be held back for late applicants from Social Policy programmes but offered to students from the waiting list.
Course content: This course focuses on the emergence of a range of concepts key to social policy relating to selective cumulative advantage and disadvantage in society, including concepts that supersede or complement classic concepts of poverty, such as social exclusion, capability deprivation, social immobility, social/cultural capital deficiency. It examines the uses of such concepts in both developing and industrialised countries. Topics addressed on the course may include - changes in inequality and their causes; the theoretical and empirical issues provoked by the 'underclass' debate; family change and disadvantage; long term unemployment and welfare-to-work; area segregation, housing and 'welfare ghettos'; ethnic division; disability; employment; education; crime; social exclusion and citizenship.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
Formative coursework: Students have the option of submitting a formative essay.
Indicative reading: The core text for the course is: H Dean & L Platt (eds) 2016.Social Advantage and Disadvantage. Oxford University Press. Other indicative background reading: Milanovic, B. 2016. Global Inequality. The Belknap Pess. Held, D. and Kaya, A. (eds). 2007. Global Inequality. Polity; Dorling, D. 2010. Injustice: Why social inequality matters.The Policy Press; Payne, G. (ed.) 2013. Social Divisions. Third Edition. Palgrave Macmillan; Platt, L. 2011. Understanding Inequalities. Polity.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SA451
Social Policy Research

This information is for the 2017/18 session.
Teacher responsible: Prof John Hills, TW1.8.01H
Availability: This course is compulsory on the MSc in Social Policy (Research) and MSc in Social Research Methods. This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Social Policy and Planning) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is capped at 45 students. All students for whom the course is compulsory will be allocated a space. Any remaining places (of which there are usually several) will be allocated on the basis of the statements provided by students in their course choice form. This will be done on the Monday following the opening of the course choice system and every two days thereafter, until the course is full.
Pre-requisites: None
Course content: The course equips you with transferable research design skills, including the design of policy evaluations, and an in-depth understanding of the role of different types of research in the social policy-making process. Lectures are given by leading academics engaged in research using the methods under consideration, many of whom have achieved substantial policy impact. Students are encouraged to critically assess applications of a wide range of research methods to contemporary national and international social policy questions. Topics include: the uses and abuses of quantitative and qualitative research, mixed methods, policy evaluation (including both Randomised Controlled Trials and non-experimental approaches); the participatory research paradigm; researching organisations (including organisational anthropology); in-depth interviews (especially with service users and clients); social surveys and the analysis of large datasets; longitudinal and life history analysis; micro-simulation techniques; systematic reviews, meta-analysis and meta-ethnographies; and small area, geographical and internationally comparative research. The relationship between research and policymaking is a theme

that runs throughout the course.
Teaching: 12 hours and 30 minutes of lectures and 15 hours of seminars in the MT. 12 hours and 30 minutes of lectures, 13 hours and 30 minutes of seminars and 15 minutes of help sessions in the LT. 2 hours and 30 minutes of lectures and 15 minutes of help sessions in the ST.
The lectures will be given by a member of staff or external expert in that particular method or topic and are followed by a seminar examining research exemplifying the approach and the issues raised. The help sessions are one-to-one tutorial sessions with the seminar leader to discuss feedback on essays and progress on the course.
Formative coursework: There will be three compulsory formative coursework essays, two of which will follow from a seminar presentation. In addition, there will be one optional formative assignment. These formative assignments are designed to prepare students for both the summative coursework and the exam. Written and verbal feedback will be provided.
Indicative reading: P Alcock et al (Eds) (2012), The Student's Companion to Social Policy, 4th edn; C Hakim (2000), Research Design: Strategies and choices in the design of social policy, 2nd edn; A Bryman (2012), Social Research Methods, 4th edn. Additional references will be supplied at the start of the course and in lectures.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 3000 words) in the ST.
For the summative coursework essay, students will be asked to design a research project to address a specified socal policy research question, and provide a justification for their proposed design.
The exam focuses on assessing students' abilities to critique social policy research approaches. Students will be asked to answer 3 out of a choice of 9 questions based on the research approaches we have studied during the course.

SA465
Criminal Justice Policy - Long Essay

This information is for the 2017/18 session.
Teacher responsible: Prof Tim Newburn OLD 2.40a
Availability: This course is compulsory on the MSc in Criminal Justice Policy. This course is not available as an outside option. Those taking the course part-time must submit the dissertation in their second year.
Course content: The objective is to write an original dissertation on an approved topic in the field. The selection of the topic is a matter primarily for the student, though the approval of the supervisor is needed for topic registration.
Teaching: The designated supervisor should discuss the selection of the topic and its title with the student, advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.
Assessment: Dissertation (100%, 10000 words).
Dissertations should be no more than 10,000 words in length, excluding notes and appendices and should be typed. Formal titles should be registered with the Course Director in early December.

SA466
European and Comparative Social Policy - Long Essay

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Mangen OLD 2.62
Availability: This course is compulsory on the MSc in Social Policy (European and Comparative Social Policy). This course is not available as an outside option.
Course content: The purpose is to allow students to study a topic in depth by researching the literature and analysing a subject. Often these essays involve original perspectives or empirical research.
Teaching: An appropriate supervisor will be appointed to advise each candidate and comment on draft elements of the dissertation.
Selection of Topic
The dissertation should conform to one of the following formats
- a study of a single EU state (or region, city etc) and one or more policy areas focusing on the impact of EU level social policy. This state should not be the student's own country. Within this format the focus may also be at the sub-national level (regions, cities etc).
- a comparative study of two or more states (or their subnational levels) focusing on one or more policy areas. The sample may include the student's own country.The sample may include non-EU countries as well as the student's own country.
- a study of an element of EU-level social policy or EU processes of social policy making.

The general subject area of the dissertation should be approved by the MSc programme director and dissertation supervisor by the sixth week of the Michaelmas Term. This will facilitate a specific research topic for the dissertation to be subsequently formalised. This topic may only be changed by agreement with programme director and supervisor and, in any case, no later than the end of the Lent Term.
Assessment: Dissertation (100%, 10000 words).
The dissertation must not exceed 10,000 words, bibliography and tables will not be included in this total.

SA470
Dissertation - Social Policy and Development: Non-Governmental Organisations

This information is for the 2017/18 session.
Teacher responsible: Dr Armine Ishkanian OLD.2.54, Dr Timothy Hildebrandt OLD.2.56 and Dr Sunil Kumar OLD.2.55
Dr Hakan Seckinelgin OLD.2.27
Availability: This course is compulsory on the MSc in Social Policy and Development: Non-Governmental Organisations. This course is not available as an outside option.
Course content: The 10,000 word dissertation enables students to analyse in greater depth an issue relevant to social policy and development from a civil society-centred perspective.
Teaching: 3 hours of lectures in the MT. 3 hours of lectures in the LT. There will be two Dissertation Clinics held during MT and LT Reading Weeks. Each Dissertation Clinic will be 3 hours long. Academic advisors will provide regular supervision and feedback throughout the three terms (MT, LT, and ST).
Formative coursework: The area of study is defined by the student, in consultation with their academic adviser. An outline proposal is developed on SA470 in Moodle and discussed with their adviser early in the Lent Term. Guidance is provided in dissertation writing and research skills.
Assessment: Dissertation (100%, 10000 words).
Dissertations should be no more than 10,000 words in length (100% of this unit), excluding the bibliography.

SA471
Social Policy and Planning - Long Essay

This information is for the 2017/18 session.
Teacher responsible: Dr Timo Fleckenstein OLD.2.60
Availability: This course is compulsory on the MSc in Social Policy (Research) and MSc in Social Policy (Social Policy and Planning). This course is not available as an outside option.

Course content: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these dissertations involve original perspectives or research and some have been subsequently published.
Teaching: The general subject area of the dissertation should be approved by the tutor by the middle of the second term and the title should be submitted to the course convenor by the end of that term.
Arrangements for Supervision
An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the dissertation.
Assessment: Dissertation (100%, 10000 words).
The dissertation must not exceed 10,000 words.

SA472
Dissertation - Social Policy and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Armine Ishkanian OLD.2.54, Dr Timothy Hildebrandt OLD.2.56 and Dr Sunil Kumar OLD.2.55
Dr Hakan Seckinelgin OLD.2.27
Availability: This course is compulsory on the MSc in Social Policy and Development. This course is not available as an outside option.
Course content: The 10,000 word dissertation enables students to analyse in greater depth an issue relevant to social policy and development from a government-centred perspective.
Teaching: 3 hours of lectures in the MT. 3 hours of lectures in the LT.
There will be two Dissertation Clinics held during the MT and LT Reading Weeks. Each Dissertation Clinic will be 3 hours long. Academic advisors will provide regular supervision and feedback throughout the three terms (MT, LT, and ST).
Formative coursework: The area of study is defined by the student, in consultation with their academic advisor. An outline proposal is developed on SA472 and submitted via Moodle. The proposal is discussed with the academic adviser early in the Lent Term. Guidance is provided in dissertation writing and research skills.
Assessment: Dissertation (100%, 10000 words).
Dissertations should be no more than 10,000 words in length (100% of this unit), excluding the bibliography.

SA47R
Social Policy (Research) - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Tania Burchardt 32L 3.30
Availability: This course is compulsory on the MSc in Social Policy (Research). This course is not available as an outside option.
Course content: The purpose is to allow students to apply the research design, methods and critical analysis skills they are acquiring through other courses to carry out their own study addressing a social policy research question. The expectation is that empirical work will be undertaken - for example interviews or secondary data analysis - as part of the study, although the precise design will be governed by the research question. Students may opt to carry out their dissertation through a placement in another organisation such as an NGO working on social policy issues, which we can help to facilitate.
Teaching: 1 hour of help sessions in the MT. 1 hour of help sessions in the LT. 1 hour of help sessions in the ST.
An appropriate supervisor will be appointed in the first half of Michaelmas Term to meet regularly, advise each student throughout the dissertation process, and to provide feedback on ideas and draft material. The number and content of meetings will be determined by agreement between the student and supervisor, but as a rough guide, students might expect two half-hour meetings each term.
Students will also receive guidance through compulsory course MY400 Fundamentals of Research Design.
Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.
The student and his/her supervisor will discuss the content and timing of formative work as appropriate to the individual dissertation.
Indicative reading: Robson, C (2011) Real World Research
Bryman, A (2012) Social Research Methods
Assessment: Dissertation (100%, 10000 words).
The dissertation must not exceed 10,000 words. Please see departmental webpage for further guidance.

SA481 Half Unit
Population Analysis: Methods and Models

This information is for the 2017/18 session.
Teacher responsible: Prof. Michael Murphy, OLD.2.61
Availability: This course is compulsory on the MSc in Social Research Methods. This course is available on the MSc in Development Studies, MSc in Global Population Health, MSc in Health and International Development, MSc in Population and Development, MSc in Statistics, MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students should have basic numeracy, but the course does not require advanced mathematical knowledge.Some practical sessions will involve use of the spreadsheet EXCEL.
IT Training provides numerous self-paced student supervised workshops on EXCEL and downloadable course guides. Students with no prior experience of EXCEL are advised to attend one of these workshops before the course.
Course content: This course provides an introduction to the key concepts and methods required for population analysis.
The course will explain the dynamics of population change and enable students to learn basic methods for measuring population structure and the determinants of population size and change (fertility, mortality and migration). The course will also provide an introduction to population projections and describe and evaluate how demographic data are collected and used. Emphasis is placed on the understanding and interpretation of demographic data, as well as methods of population analysis.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.
Formative coursework: Students will be expected to complete exercises, write one essay and complete one multiple choice questionnaires during the term.
Indicative reading: Demography: Measuring and Modeling Population Processes by S H Preston, P Heuveline and M Guillot, 2001. This will be used as a reference text in the course. Students may also find it helpful to consult some of the other standard texts available including: Essential Demographic Methods by Kenneth W. Wachter, 2014 (recommended); Demographic Methods by Andrew Hinde, 1998; Demographic Methods and Concepts by Donald Rowland, 2003 (less advanced); or Methods and Models in Demography by C Newell, 1988 (less advanced).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SA488 Half Unit
Social Policy Goals and Issues

This information is for the 2017/18 session.
Teacher responsible: Dr Timo Fleckenstein OLD.2.60
Availability: This course is compulsory on the MSc in Social Policy (European and Comparative Social Policy) and MSc in Social Policy (Social Policy and Planning). This course is available on the MSc in China in Comparative Perspective, MSc in Criminal Justice Policy, MSc in Gender, Policy and Inequalities, MSc in Global Population Health and MSc in Social Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: The nature of social policy and policy making: key approaches and issues. The goals of social policy in relation to policy formation and the policymaking process. Issues including: the political economy of social policy; social justice and social policy; human needs; the mixed economy of welfare; the governance of social policy; gender and social policy; poverty, inequality and social exclusion; globalisation and the future of social policy.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Formative coursework: One 1500 word essay due in MT
Indicative reading: Some introductory texts are:
- R Lister, Understanding Theories and Concepts in Social Policy, The Policy Press, 2010;
- H Dean, Social Policy, 2nd edition, Polity, 2012;
- P Alcock et al. (eds) The Student's Companion to Social Policy, 4th edition, Blackwell, 2011;
- C Pierson et al. (eds) The Welfare State Reader, 3rd edition, Polity, 2014.
- H Glennerster, British Social Policy since 1945, Blackwell, 3rd Edition, 2007;
- M Hill, Social Policy in the Modern World: A comparative text, Blackwell, 2006;
- M Daly, Welfare, Polity, 2011;

A full bibliography will be handed out with the programme of seminar topics at the start of the course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SA4B3
MSc Global Population Health Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Arjan Gjonca Old. M.2.25
Availability: This course is compulsory on the MSc in Global Population Health. This course is not available as an outside option.
Course content: The purpose is to allow students to explore in greater depth a particular research topic relevant to Global Population Health.
Selection of topic
The area of study will be defined by the student in consultation with the allocated Academic Advisor. The topic must be approved by the Programme Director.
Supervision
An appropriate academic advisor will be appointed to advise each student.
Teaching: 3 hours of seminars in the MT. 2 hours of seminars in the LT.
Formative coursework: Students will be required to submit a formative dissertation proposal and give a formative presentation based on this proposal (in the LT).
Assessment: Dissertation (90%, 10000 words) and proposal (10%).
Students will be required to submit a formative dissertation proposal and give a formative presentation based on this proposal (in the LT). They should also prodice a dissertation of a maximum of 10,000 words. 10% of marks will be allocated for the combined proposal and presentation element and 90% for the dissertation.

SA4B5 Half Unit
International Planning and Children's Rights

This information is for the 2017/18 session.
Teacher responsible: Prof Eileen Munro OLD2.33 and Dr Armine Ishkanian OLD1.13
Availability: This course is available on the MSc in Health, Community and Development, MSc in Human Rights, MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries. The social and economic as well as the civil and political rights of children, as defined in recent international laws, charters and Conventions, are examined in relation to the conditions, especially poverty and multiple deprivation, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention. There has to be universal planning and not only specific proposals to deal with serious violations of rights. Issues of child labour, the violations of war, cultural discrimination against girl children and the right to a minimally adequate family income will be discussed in relation to the roles played by international agencies, Trans National Corporations, governments and NGOs.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: H J Steiner & P Alston, International Human Rights in Context, Oxford University Press, 2000; P Townsend & D Gordon (Eds), World Poverty: New Policies to Defeat an Old Enemy, Policy Press, 2002; D Gordon, et al, Child Poverty in the Developing World, Policy Press, 2003; K Watkins, Rigged Rules and Double Standards: Trade, Globalisation and the Fight Against Poverty, London, World Development Movement, 2002; C Chinkin, 'The United Nation Decade for the Elimination of Poverty: What Role for International Law?', Current Legal Problems 2001, Oxford University Press, 2002; M Flekkoy & N Kaufman, The participation rights of the child. London, Jessica Kinglsey, 1997; D Fottrell (Ed), Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child, The Hague and London, Kluwer Law International, 2000; ILO, Social Security: A New Consensus, Geneva, 2001; ILO, P.Townsend, The Right to Social Security and National Development: Lessons from OECD Experience for Low-income Countries, Discussion paper 18, ILO, 2007; A. Hall and J. Midgley, Social Policy for Development, London, Sage, 2004; J. Madeley, Big Business, Poor peoples: The Impact of Trans National Corporations on the World's Poor, London, Zed Books; UNICEF, A League Table of Child Poverty in Rich Nations, Innocenti Report, Florence, 2000; H Cunningham & P Viazzo, Child Labour in Historical Perspective 1800-1995, UNICEF, 1996; G. Lansdown, Evolving Capacities of Children: Implications for the Exercise of Rights, UNICEF Innocenti Centre, Florence, 2005; W.A. Corsaro, The Sociology of Childhood (2nd ed), Sage, 2006; R. Smith, Textbook on International Human Rights, Oxford University Press, 2005; D. Gordon, R. Parker, F. Loughran and P. Heslop, Disabled Children in Britain, London, TSO, 2000. Redmond G, 2008, Children's Perspectives on Economic Adversity: A Review of the Literature, Unicef Innocenti Centre, Florence, Discussion Paper.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SA4B8 Half Unit
Ethnicity, Race and Social Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Coretta Phillips OLD.2.28
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Gender, Policy and Inequalities, MSc in International Migration and Public Policy, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research) and MSc in Social Policy (Social Policy and Planning). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course will be capped at 20 students, with preference given first to students on MSc programmes in the Department of Social Policy, then from MSc International Migration and Public Policy and MSc Gender, Policy and Inequalities. If spaces are still available, students from other MSc programmes, where regulations permit, will be selected.
Course content: Understanding Key Concepts; Disciplinary Frameworks; Migration and Citizenship, Theorising Multiculturalism; Ethnic Settlement and Housing Inequalities; Education; Employment, Poverty and Underclass; Criminalisation and Incarceration; Discrimination and the Role of the State I: Positive and Affirmative Action; Discrimination and the Role of the State II: Legislative Frameworks, Diversity, and Service Delivery.
Teaching: 15 hours of lectures, 15 hours of seminars and 2 hours of help sessions in the MT.
In Week 6 there will be an essay-writing guidance session.
Formative coursework: 2000 word essay due in in Week 7.
Indicative reading: S. Jivraj and L. Simpson Ethnic Identity and Inequalities in Britain: The Dynaics of Diversity, 2015, G. Craig et al., 2015, Understanding 'Race' and Ethnicity: Theory, History, Policy, Practice, 2012, D.T. Goldberg The Threat of Race: Reflections on Racial Neoliberalism, 2009, A. Bloch and J. Solomos Race and Ethnicity in the 21st Century, 2009, T. Patel Racism and Society, 2015, B. Bagilhole, Understanding Equal Opportunities and Diversity, 2009; P. Ratcliffe, Race', Ethnicity and Difference: Imagining the Inclusive Society, 2004; J. Solomos & L. Back, Racism and Society, 1996; P. Gilroy, After Empire: Melancholia or Convivial Culture?, 2004; J. Solomos, Race and Racism in Britain, 2003; G Bhattacharyya, J. Gabriel & S. Small, Race and Power: Global Racism in the Twenty-First Century, 2002; L. Back & J. Solomos Theories of Race and Racism: A Reader, 2000; H. S. Mirza, Black British Feminism: a Reader, 1997; M. Mac an Ghaill, Contemporary Racisms and Ethnicities: Social and Cultural Transformations, 1999.
Assessment: Essay (100%, 4000 words) in January.
The summative essay will be due in on the first Monday of LT.

SA4B9 Half Unit
Education Policy, Reform and Financing

This information is for the 2017/18 session.
Teacher responsible: Prof Anne West OLD.2.30
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Priority will be given to social policy students with a specific interest in education policies in developed countries.
Course content: The course considers education policy, reforms and financing across developed countries. It uses concepts and tools from a range of academic fields - economics, politics, social policy, philosophy and sociology - to scrutinise education, with a particular focus on equity, social justice and the distribution of resources.
Issues to be addressed include: the aims of education; the impact of social characteristics on educational outcomes (e.g. class, 'race'/ ethnicity and gender) and related policy reforms; accountability and market-oriented reforms in education; privatisation and the changing role of the state; power and the global politics of educational policy making; early years education; school-based education; and tertiary education.
Teaching: 25 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
This course is different from a 'standard' postgraduate course. Instead of lectures and seminars there are weekly seminars. These involve a short introduction one week; the next week there is a discussion of key questions and issues arising from students' reading followed by joint student presentations and a group activity. This format provides an opportunity for students to gain experience of carrying out focused research on a particular topic; working in a team; presenting their work to others in the group; and facilitating discussion amongst the student group.
Formative coursework: One formative essay in LT.
Indicative reading: Specialist lists for each topic will be provided. The following introductory books are recommended:
- Arthur, J., Peterson, A. (2011) The Routledge Companion to Education. London: Routledge;
- Glennerster, H. (2009) Understanding the Finance of Welfare (2nd edition). Bristol: Policy Press;
- Lauder, H., Brown, P., Dillabough, J., Halsey, A.H. (eds) (2006) Education, Globalization and Social Change. Oxford: Oxford University Press.
- Feintuck, M., Stevens, R. (2013) School Admissions and Accountability: Planning, Choice or Chance? Bristol: Policy Press.

Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the ST.

SA4BA Half Unit Not available in 2017/18
Global Population Health Research Report

This information is for the 2017/18 session.
Teacher responsible: Dr Arjan Gjonca OLD M.2.25
An appropriate academic adviser will be appointed to advise each student.
Availability: This course is compulsory on the MSc in Global Population Health. This course is not available as an outside option.
This course is compulsory for students on the MSc in Global Population Health (reorganised MSc in Health Population and Society) unless they can demonstrate prior training and advanced knowledge of research design and analysis and are permitted to enrol on SA4B3. This course is not available as an outside option. Students taking this course are also enrolled in SA4P2 Global Population Health: Research Design and Analyses.
Pre-requisites: Students must have completed Global Population Health: Research Design and Analyses (SA4P2).
This course does not have any pre-requisites. It is compulsory for students of MSc in Global Population Health unless they can demonstrate prior training and advanced knowledge in research design and analysis and are permitted to enrol in SA4B3 (the full unit dissertation in MSc in Global Population Health). Students taking this course should also enrol in SA4P2 Global Population Health: Research Design and Analyses.
Course content: The research report enables students to analyse in greater depth a topic relevant to Global Population Health. The topic can be drawn from global health issues in high, middle or low income countries. The topic of research should reflect the topics that have been studied by the student during the year and will be decided with the allocated academic adviser.
Teaching: Student taking this dissertation course must take SA4P2 Global Population Health: Research Design and Analyses. This is a dissertation course and there is no teaching involved.

Assessment: Dissertation (90%, 5000 words) in September.
Presentation (5%) in the LT.
Project (5%, 500 words) in the MT.
The evaluation of this course is done through the research report which counts for 90% (submitted in September) of the final mark and 10 % will be equally split for a presentation (in LT) and the research proposal (end of MT).

SA4C1
Long Essay and the Research Process

This information is for the 2017/18 session.
Teacher responsible: Prof Tim Newburn Old 2.40a
Availability: This course is compulsory on the MSc in Criminal Justice Policy, MSc in Population and Development, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is not available as an outside option.
For all MSc Social Policy programmes involving a dissertation or long essay. Exemptions at the discretion of the course tutor. Lecture notes will be available electronically via Social Policy public folders (for part-time students)
Course content: The course aims to provide an understanding of issues associated with the research process in the context of MSc Social Policy long essays. It includes an examination of philosophical issues underpinning research methods in social policy, the place of different research methods (qualitative and quantitative) in social policy and the process of writing a long essay.
Teaching: 2 hours of lectures in the MT. 3 hours of lectures in the LT.
Indicative reading: Three useful texts are: Alan Bryman (2012) Social Research Methods, 4th edition Oxford University Press; C Robson, Real world research: A resource for social scientists and practitioner-researchers, 3rd edition Oxford University Press, 2011; N S R Wallimann, Your Research Project: A step-by-step guide for the first-time researcher, Sage, 2001.
Assessment:
Non-examinable. It is expected that the student's dissertation will be informed by the course and appropriate discussion of methodological issues will be incorporated in all dissertations.

SA4C2 Half Unit Not available in 2017/18
Basic Education for Social Development

This information is for the 2017/18 session.
Teacher responsible: Prof Anthony Hall OLD2.28
Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health, Community and Development, MSc in Social Policy (Research), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is capped at 30 students
Pre-requisites: Work experience in a developing country is highly desirable but not essential.
Course content: The course is designed to examine the role of basic education in developing countries as it relates to social development and social policy. Content of the course includes: the history of education and current problems in developing countries, links between basic education and socio-economic development, primary schooling, decentralization policies, non-formal and vocational education, adult literacy, popular education for grassroots development, environmental education, ICT, and foreign aid in supporting basic education.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
Formative coursework: In addition to seminar presentations and the assessed essay, students are required to write an unassessed (formative) essay for the course.
Indicative reading: A Hall & J Midgley, Social Policy for Development, 2004, chapter 5; K Watkins, The Oxfam Education Report, 2000; UNICEF, The State of the World's Children: Education, 2006; UNESCO, Education For All Global Monitoring Report, 2010; K Tomasevski, Education Denied, 2003; L Kane, Popular Education and Social Change in Latin America, 2001; A Banerjee & E Duflo, Poor Economics, 2011 (chapter 5); S Graham-Brown, Education in the Developing World: Conflict and Crisis, 1991; M Todaro, Economics for a Developing World, 2000, chapter 9; H Patrinos & D Ariasingam, Decentralisation of Education: Demand-Side Funding, 1997; J Huckle & S Sterling (Eds), Education for Sustainability, 1996; L Pritchett The Rebirth of Education, 2013; N Selwyn. Education in a Digital World, 2013
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words) in the ST.
Students are required to choose a topic of their own interest for the essay.

SA4C6 Half Unit
International Housing and Human Settlements; Conflicts and Communities

This information is for the 2017/18 session.
Teacher responsible: Prof Anne Power OLD.2.57
Availability: This course is available on the MSc in City Design and Social Science, MSc in Regional And Urban Planning Studies, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.
This is a capped course. If it is oversubscribed places will be allocated by random ballot, first amongst Social Policy students then amongst other students for any remaining places. The first ballot will be held on Tuesday of MT week 1.
Course content: The course is an introduction to the global housing challenges of a fast urbanising world in the context of rapidly growing cities worldwide. There are 5 key themes: the push and pull factors in urban growth; the key actors in housing provision; slums and self-help; the environmental impact of low income settlements; the problems of poverty and exclusion in low income and informal settlements. The course includes 10 lectures in LT and one in ST. The main topics of the lectures are: housing needs and demand; contrasting patterns of housing development; owner occupation, renting and self-help; government intervention and finance; planning and renewal; international agencies, aid and NGOs; bottom-up shelter models and community-led initiatives; social exclusion and urban pressures; basic services and public infrastructure; participation and women's roles in low income settlements; environment of cities; urban and housing design; theories and practice in upgrading urban settlements. Case studies are used to illustrate arguments, policies and practical responses.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 3 hours of seminars in the ST.
Additional activity: occasional informal discussion sessions are organised at students' request.
Formative coursework: Students will be expected to participate actively in seminars and to complete one formative essay using case studies to illustrate their arguments. Students are also expected to prepare case studies for the seminar.
Indicative reading: UN (1996), An Urbanising World; A Power

(1999), Estates on the Edge; Badshah (2006), Our Urban Future; D Satterthwaite (1999), Sustainable Cities; UNCHS 2001-2014, The State of the World's Cities;. Doug Saunders, Arrival City (2010) Ed Glaeser, Triumph of the City (2012) D Satterthwaite and D Mitlin (2013) Reducing Urban Poverty in the Global South, D Satterthwaite and D Mitlin (2013) Urban Poverty in the Global South.
Environment and Urbanism Journal, 1997-2017
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the ST.

SA4C8 Half Unit
Global Social Policy and International Organizations

This information is for the 2017/18 session.
Teacher responsible: Dr Hakan Seckinelgin, OLD.2.27
Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Health, Community and Development, MSc in Human Rights, MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: What do the, the Catholic Church, Bill and Melissa Gates, UNICEF and the World Bank have in common? They are in one way or another involved in social policy that goes beyond the nation state. Policy could be seen as the exercise of political power and this political power has often been concentrated within the nation state. Far from the traditional study of policy this includes the effect of globalization on a variety of actors in social policy. This course examines how globalization has changed the way we perceive areas such as health, education, social care and other areas that concern social citizenship. The course examines the international policy environment, particularly intergovernmental organisations; bilateral and multilateral aid agencies and non-governmental organizations (NGOs), which influence the social policy environment in developing countries. The impact of the inter-governmental policy process on policy outcomes is examined. The same goes for religious groups, social movements and corporations that all play a role in global social policy. The main goal of the course is not only to open up the understanding of social policy and globalization but also to show the complexity of goals and actors of social policy. It is expected that the students will devote considerable time to reading and preparing for the seminars.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Revision session(s) will be scheduled in the ST.
Formative coursework: Students will write a long essay.
Indicative reading: A detailed reading list will be presented at the beginning of the term. Some introductory texts include: B Deacon Global Social Policy and Governance Sage (2007); R. Baldwin The Great Convergence: Information Technology and The New Globalization. Belnap (2017); H. Seckinelgin he politics of Global AIDS: Institutoinalization of Solidarity, Exclsion of Context. Springer (2017) ; I. Gonzalez-Ricoy and A. Gossies, Instituoons for Future Generations.OUP (2016) ; R Mishra, Globalisation and the Welfare State, Edward Elgar (1999); D Nayyar, Governing Globalization: Issues and Institutions, OUP (2002); V S Peterson & A S Runyan, Global Gender Issues, Westview Press 1993. M. Callon,P. Lascoumes, and Y. Barthe, Acting in an Uncertain World. The MIT Press (2009). D. Carpenter, Reputation and Power: Organizational Image and Pharmaceutical Regulation at the FDA. Princeton (2010).
Assessment: Take home exam (100%) in the LT.

SA4C9 Half Unit
Social Policy - Organisation and Innovation

This information is for the 2017/18 session.
Teacher responsible: Professor Lucinda Platt OLD 2.25
Availability: This course is compulsory on the MSc in Social Policy (Social Policy and Planning). This course is available on the MSc in China in Comparative Perspective, MSc in Criminal Justice Policy, MSc in Gender, Policy and Inequalities, MSc in Global Population Health, MSc in Social Policy (European and Comparative Social Policy) and MSc in Social Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course examines the organisation of social policy, structures, processes and delivery, and recent developments in social policy in industrialised countries. The course examines how policy debates affect policy implementation, with a particular focus on innovation, identifying the social forces influencing the relevant policy changes, and examining the practical consequences for service provision in industrialised countries. Changes in the organisational structure and management approach, in the nature of social control, and in the social and economic context are examined.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Indicative reading: Le Grand J. 2007. The Other Invisible Hand: Delivering Public Services Through Choice and Competition. Princeton University Press; McLaughlin, K., Osborne, S.P., and Ferlie, E. (eds) 2001. New Public Management: Current Trends and Future Prospects. Routledge; Garland, D. 2001. The Culture of Control. Oxford University Press ; Hills, J. 2017. Good Times, Bad Times: The Welfare Myth of Them and Us. Second Edition. The Policy Press; G Lewis, Race, Gender and Social Welfare: encounters in a post colonial society, Polity Press (2000); M. Banton Discrimination (1994); Stern, N. 2007. The Economics of Climate Change: The Stern Review. Cambridge University Press; Klein, N. 2014. This Changes Everything. Allen Lane. Walker, R. 2005. Social Security and Welfare: Concepts and Comparisons. Oxford University Press.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the ST.

SA4D1 Half Unit
Critical Population Health Issues in High and Middle-Income Countries

This information is for the 2017/18 session.
Teacher responsible: Dr Arjan Gjonca OLD.2.45
Availability: This course is available on the MSc in Global Health, MSc in International Health Policy, MSc in International Health Policy (Health Economics) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: No pre-requisites are required for this course.
Course content: This course brings together key issues on the social and environmental determinants of population size and structure and population health in high and middle income countries from a multidisciplinary approach including a range of social science disciplines, epidemiology, demography and public health. This course reflects the developments of research in recent years on health trends and differentials. Topics addressed in this course include the relationship between health and economic change such as the effect of recession; divergent trends in Western European and former USSR states; family changes and their implications for population health; role of early-life events; social support, social capital and health; socio-demographic determinants and consequences of ageing at the individual and population level; comparison of trends in established market economies and BRICS; policy responses to inequalities in health;

prospects for mortality and morbidity change - a compression of morbidity?
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT.
Formative coursework: One 1,500 word formative essay in MT.
Indicative reading: Merson, MH, Black, ER, Mills, AJ. (2012) Global Health: Diseases, Programmes, Systems, and Policies, London: Jones & Barlett Learning; Burlington, MA; London. Berkman L. F., Kawachi, I. and Glymour, M. M. (2014) Social Epidemiology (2nd ed.); Oxford University Press; Oxford; New York. Marmot, M. (2010) The Marmot review final report: Fair society, healthy lives: University College London. Wilkinson, R.G. and Pickett, K. (2009) The spirit level: why more equal societies almost always do better; Bloomsbury Press; London; New York. Bowling, A (2017) Measuring Health: A Review of Subjective Health, Well-being and Quality of Life Measurement Scales: McGraw-Hill Education.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.

SA4D2 Half Unit

Key Population Health Issues in Low and Medium-income countries

This information is for the 2017/18 session.
Teacher responsible: Dr Arjan Gjonca OLD.2.45
Availability: This course is compulsory on the MSc in Global Population Health. This course is available on the MSc in China in Comparative Perspective, MSc in Global Health, MSc in Health and International Development, MSc in Health, Community and Development, MSc in International Health Policy, MSc in International Health Policy (Health Economics), MSc in Population and Development, MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: No pre-requisites are required for this course.
Course content: This course brings together the key issues on the social and environmental determinants of population size and structure and population health in low and middle income countries from a multidisciplinary approach including social sciences, epidemiology, demography and public health. The course does not only take a theoretical approach, but it is also evidence based. This relationship between population change and health will be analysed in its dynamic. Another important aspect of the course is that it will focus on what will happen in the future of global health as a result of anticipated population changes.
Some of the main topics covered are: urbanisation and implications for health, poverty, population change and inequalities; maternal and child health; achievements and setbacks?; the double burden of disease and its consequences: the roles of nutrition and obesity; emerging and current infectious diseases (inc. HIV/AIDS); the global burden of mental disorders; priorities for health improvements in low income countries.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.
Formative coursework: One 1,500 word formative essay in MT.
Indicative reading: Merson, MH, Black, ER, Mills, AJ. (2012) Global Health: Diseases, Programmes, Systems, and Policies, London: Jones & Barlett Learning; Caldwell JC. Murray CJL and Lopez AD (1996). The global burden of disease: a comprehensive assessment of mortality and disability from diseases, injuries, and risk factors in 1990 and projected to 2020, Cambridge, MA; McMichael T (2001) Human Frontiers, environment and disease. Cambridge: Cambridge University Press; Montgomery MR. (2008) The health of urban populations in developing countries. New York, New York, United Nations, Department of Economic and Social Affairs, Population Division; Popkin, BM. (2001) The Nutrition Transition and Obesity in the Developing World. THE JOURNAL OF NUTRITION 131(3).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.

SA4D3 Half Unit

Behavioural Economics and the Valuation of Health Outcomes

This information is for the 2017/18 session.
Teacher responsible: Dr Adam Oliver OLD.2.35
Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc Health Policy, Planning and Financing, MSc in Global Population Health, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.
The course is of value to those wishing to work as health policy analysts or economists/behavioural economists after graduation, be that in academia, government, industry, or management and practice.
Course content: This course offers a thorough understanding of how economists tend to value health and explores some of the problems inherent in these valuations. As such, the course offers teaching in many aspects of behavioural economics, with specific health-related application.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures in the ST.
Formative coursework: Students will be given a progress test at the end of MT--this will be a 50 minute test in which they answer one essay question from a choice of three. This is perfect practice for what the students might expect in the final exam.
Indicative reading: The following are background readings for the course: J Broome, 'QALYS', Journal of Public Economics, 50, 1993, 149-67; G Torrance & D Feeny, 'Utilities and Quality-Adjusted Life Years', International Journal of Technology Assessment in Health Care, 5, 1989, 559-75; G Loomes & L McKenzie, 'The use of QALYS in Health Care Decision-Making', Social Science and Medicine, 28, 1989, 299-308.
Assessment: Project (100%).
A ten-page project write-up, excluding abstract, referencing and appendices, formatted with 12 point Times New Roman with 1.5 spacing. The written output of the project is due in the first week of Lent Term.

SA4D5 Half Unit

Social Rights and Human Welfare

This information is for the 2017/18 session.
Teacher responsible: Prof Hartley Dean OLD.2.59
Availability: This course is available on the MSc in Human Rights, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is currently capped at 30 places. Offers of places will be made on the basis of applicants' statements. Initial priority for places is given to students on Social Policy MSc programmes and students on the MSc Human Rights. Other students may be accepted onto a waiting list. Places remaining available three days before the start of the course will not be held back for late applicants from the Department of Social Policy or the Human Rights programmes but offered to students from the waiting list.
Pre-requisites: none
Course content: The course will examine the basis of social or

welfare rights as a component of human rights. It will situate social/welfare rights in an historical and comparative context and explore a range of debates concerning the relevance and effectiveness of a rights based approach to poverty alleviation and social welfare provision, both in the developed and the developing world. It will address the practical limitations of and the constraints upon social/welfare rights. Specifically, it will address: concepts of social rights and welfare citizenship; human needs and human rights; social/welfare rights in global context; critiques of social/welfare rights as human rights; the scope and substance of social/welfare rights; social/welfare rights and mechanisms of redress; rights based approaches to poverty alleviation; social development and social/welfare rights; constitutional instruments and social/welfare rights; human rights and the ethics of welfare.
Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the LT. 1 hour of lectures in the ST.
Formative coursework: Students have the option of submitting a formative essay.
Indicative reading: H Dean, Social Rights and Human Welfare, Routledge, 2015. Other relevant readings include: H Dean, Understanding Human Need, The Policy Press, 2010; A Eide, et al (Eds), Economic, Cultural and Social Rights: A textbook, Martinas Nijhaff, 2001; B Turner, Vulnerability and Human Rights, Pennsylvania State University Press, 2006; T Pogge (Ed), Freedom from Poverty as a Human Right, Oxford University Press, 2007 A Nevile (Ed.), Human Rights and Social Policy, Edward Elgar, 2010; C Gearty & V Mantouvalou, Debating Social Rights, Hart Publishing, 2011.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 1500 words) in the LT.

SA4DA
Global Population Health

This information is for the 2017/18 session.
Teacher responsible: Dr Arjan Gjonca OLD.2.45
Availability: This course is compulsory on the MSc in Global Population Health. This course is not available as an outside option.
Pre-requisites: No pre-requisites is required for this course.
Course content: This course brings together the key issues on the social and environmental determinants of population size and structure and population health in both, high income countries as well as low and middle income countries from a multidisciplinary approach including social sciences, epidemiology, demography and public health. Topics addressed in this course include the relationship between health and economic change such as the effect of recession; different trends in Western European and former USSR states; social support, social capital and health; policy responses to inequalities in health; prospects for mortality and morbidity change; urbanisation and its implications for health, poverty, population change and inequalities; maternal and child health - achievements and setbacks; the double burden of disease and its consequences; the roles of nutrition and obesity for health of populations; emerging and current infectious diseases (incl. HIV/AIDS, TB and Malaria); the global burden of mental disorders; priorities for health improvements in low income countries.
Teaching: 15 hours of lectures and 30 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.
The ST lecture will be a revision lecture.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 piece of coursework in the LT.
This course has two formative evaluations. The first one is in the form of a formative essay given on a topic or topics derived from either the lectures or seminars, or both. Students are expected to argue pro and against a research question, similar to the way the exam questions are organised. Detailed feedback and a mark are given to students and are discussed in one to one basis with their seminar leaders/lecturer. The second formative evaluation is organised in the lent term as a mock exam in order to replicate the final exam conditions. Again, feedback and a mark are given to students and they could discuss them with their seminar leaders/lecturer. Both these formative essays help students prepare for the formal evaluation of the course.
Indicative reading: Merson, MH, Black, ER, Mills, AJ. (2012) Global Health: Diseases, Programmes, Systems, and Policies, London: Jones & Barlett Learning; Burlington, MA; London. Berkman L. F., Kawachi, I. and Glymour, M. M. (2014) Social epidemiology (2nd ed.); Oxford University Press; Oxford; New York. Wilkinson, R.G. and Pickett, K. (2009) The spirit level: why more equal societies almost always do better; Bloomsbury Press; London; New York. McMichael T (2001) Human Frontiers, environment and disease. Cambridge University Press; Cambridge. Murray, C.J.L. A.D. Lopez (1996) The global burden of disease: a comprehensive assessment of mortality and disability from diseases, injuries, and risk factors in 1990 and projected to 2020; Cambridge University Press: Cambridge. Walley, J. and Wright, J. (2010) Public Health: An action guide to improving health: Oxford University Press; Oxford; New York.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Essay (25%, 2500 words) in the LT.

SA4E6 Half Unit Not available in 2017/18
Rural Development and Social Policy

This information is for the 2017/18 session.
Teacher responsible: Prof David Lewis OLD2.40
Availability: This course is available on the MSc in African Development, MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in International Development and Humanitarian Emergencies, MSc in Social Policy (Research), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Knowledge of rural areas and relevant work experience is desirable but not essential. Knowledge of sociological and anthropological approaches to rural development also desirable.
Course content: Theories of rural development, history of rural development policy, changing rural livelihoods, land and agrarian reform, agricultural research and extension, the roles of private and non-governmental actors, natural resource management, food security, climate change and rural-urban linkages.
Teaching: 15 hours of lectures and 12 hours of seminars in the MT. 2 hours of lectures in the ST.
Formative coursework: A formative 1500 word essay is required at end of Week 6, and feedback will be given.
Indicative reading: A detailed reading list is included in the seminar programme. The following is an introductory reading list: R McAreavey, Rural Development Theory and Practice (2009); World Development Report 2008: Agriculture for Development (World Bank 2009); A Hall & J Midgley, Social Policy for Development (2004); A Shepherd, Sustainable Rural Development (1998); B Crow & H Bernstein (Eds), Rural Lives: Crises and Responses (1992); N Long, Development Sociology: Actor Perspectives (2001); I Scoones & J Thompson, Farmer First Revisited (2009).
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2500 words).
Students are required to write an assessed essay of 2,500 words (25%). A two-hour written examination in the ST (75%).

SA4F1 Half Unit
Migration: Current Research, Critical Approaches

This information is for the 2017/18 session.
Teacher responsible: Dr Isabel Shutes OLD 2.58
Prof Lucinda Platt OLD.2.25
Availability: This course is available on the MSc in Global Population Health, MSc in Health and International Development, MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in Population and Development, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This interdisciplinary course addresses contemporary global migration issues with reference to both developing and developed country contexts; international migration patterns and forms of migration; migration and inequalities; migration, transnationalism and the transformation of welfare systems. Teaching across the course integrates critical theoretical approaches to migration with applications using different migration-related research methods.
Course outline: Global migration trends and processes; Defining migrants and migration; Citizenship, migration policies and the unequal movement of people; Migration motivations, types and processes; Gender and migration; Researching migration; Migration, transnationalism and welfare; The impacts of migration; What does migration mean for social and public policy.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students are expected to participate actively in seminars and to prepare a group presentation, linked to one written assignment.
Indicative reading: Readings across the course include: Castles, de Haas & Miller (2013) The Age of Migration; Shachar (2009) The Birthright Lottery: Citizenship and Global Inequality; Luthra, Platt & Salamonska (2016) "Types of Migration: The Motivations, Composition and Early Integration Patterns of 'New Migrants' in Europe", International Migration Review; Piper (ed) (2008) New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements; Faist, Bilecen, Barglowski & Sienkiewicz (2015) "Transnational Social Protection: Migrants' Strategies and Patterns of Inequalities", Population, Space and Place, 21, 193-202; FitzGerald (2012) "A Comparativist Manifesto for International Migration Studies" Ethnic and Racial Studies, 35: 10, 1725-1740; De Genova (2002) "Migrant 'Illegality' and Deportability in Everyday Life", Annual Review of Anthropology, 31, 419-47.
Assessment: Coursework (100%) in the ST.

SA4F7 Half Unit Not available in 2017/18
The Economics of European Social Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Joan Costa-Font OLD 2.37
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in EU Politics, MSc in European Social Policy, MSc in European Studies (Research), MSc in Political Economy of Europe, MSc in Political Science and Political Economy, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development, MSc in Social Policy and Development: Non-Governmental Organisations, MSc in Social Policy and Planning and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
This is a capped course. Students are required to register for this course on LSE for You and obtain permission from the European Institute to take this course.
Pre-requisites: Introductory economics is helpful.
Course content: This course attempts to apply economics to examine and evaluate social policies and problems in Europe. The course addresses the main goals for social intervention including poverty relief, inequality, efficiency and accountability. Students will acquire an understanding of the economic theory underpinning the analysis of social policy in the areas of health, education, long-term care, pension, housing, employment, family and housing policy. The course will provide an analysis of social and public insurance underpinning the financing of welfare states. Students will be asked to apply the economic principles to examples of cross-country reform in Europe. The course will address key questions on social policy intervention, inequality, poverty, tax financing v social insurance, longevity risks and pensions, long term care insurance, financing housing, family policy and wealth accumulation.
Teaching: 10 x 1 hour lectures and 10 x 1.5 hour seminars, LT.
1 x 1 hour revision lecture (ST).
Formative coursework: Two 2,000 word essays.
Indicative reading: P Pestieau (2006), The Welfare State in the European Union, OUP. N Barr (2004), The Economics of the Welfare State, 4th ed., OUP. Costa-Font, Joan and Courbage, Christophe, (eds.) (2011), Financing long-term care in Europe: institutions, markets and models. Palgrave Macmillan, Basingstoke, UK. Costa-Font, Joan, Courbage, Christophe and McGuire, Alistair, (eds.) (2009), The Economics of new health technologies. Oxford University Press, Oxford, UK.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SA4F8 Half Unit
Behavioural Public Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Adam Oliver OLD.2.35
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc Health Policy, Planning and Financing, MSc in Environmental Economics and Climate Change, MSc in Global Population Health, MSc in International Health Policy, MSc in International Health Policy (Health Economics), MSc in Political Science and Political Economy, MSc in Public Policy and Administration, MSc in Regulation, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.
This is a capped course. Places will be allocated to students on the basis of a short statement that is submitted during course choice, outlining the student's suitability for and interest in the course.
Course content: The aim of the course is to explore ways of changing behaviour to achieve the aims of public policy. One half of the course will be concerned with the behaviour of professionals who work in public services. How can doctors, teachers and social workers be motivated to provide the best possible care for their patients, pupils or clients? Should we rely upon professionalism and the public service ethos? Should we set up targets and league tables for performance, penalising those who fail to achieve the target or who drop down the table? Or should we rely upon patient or parental choice and competition to provide incentives to improve? The second half of the course explores ways of changing individuals' and households' behaviour in areas of policy concern such as smoking, obesity, and the environment. How can people be persuaded to stop smoking, to take more exercise, to

eat less, to reduce their carbon emissions? Should we rely upon punitive measures such as bans, on positive incentives such as financial rewards, or on 'nudge' policies that change the choice architecture? Should government intervene at all, if the only people harmed by their own activities are themselves? In trying to answer these questions, the course will draw on recent developments in behavioural economics, motivational and behavioural studies in psychology, and the philosophy of paternalism, including libertarian paternalism and the 'nudge' agenda. It will discuss evidence from a wide range of areas of public policy, but especially health care, education and social care, using illustrations and evidence from Europe, North America and Australasia.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.
Formative coursework: All students will be required to present work in progress on their summative assignments during seminar class time. In addition, by the end of the reading weeks, students will be required to present to the course convener a two page plan for their summative assessment, on which they will receive written and oral feedback.
Indicative reading: J. Le Grand (2006) Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens. Revised paperback edition. Oxford: Oxford University Press. J. Le Grand (2007) The Other Invisible Hand; Delivering Public Services through Choice and Competition. Oxford: Princeton University Press. R. Thaler and C. Sunstein (2008) Nudge: Improving Decision about Health, Wealth and Happiness New Haven: Yale University Press. Ariely, D. (2008). Predictably irrational : the hidden forces that shape our decisions. London, HarperCollins. Kahneman, D. (2011) Thinking, Fast and Slow London, Allen Lane. P. Dolan et al (2010) Mindspace: Influencing Behaviour through Public Policy. London: Cabinet Office and the Institute for Government.
Assessment: Project (100%).
A ten-page project write-up, excluding abstract, referencing and appendices, formatted with 12 point Times New Roman with 1.5 spacing. The written output of the project is due in the first week of Summer Term.

SA4F9 Half Unit
Housing, Neighbourhoods and Communities

This information is for the 2017/18 session.
Teacher responsible: Prof Anne Power OLD.2.57
Availability: This course is available on the MSc in City Design and Social Science, MSc in Regional And Urban Planning Studies, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.
This is a capped course. If it is oversubscribed priority will be given to Social Policy Students with remaining places being allocated by random ballot. The first ballot will take place on Tuesday of MT week 1.
Course content: The course introduces MSc students to the links between housing, neighbourhoods and social policy, in urban areas of developed countries. It analyses how existing urban areas came to be developed and run. It explores housing systems in the UK, across Europe and North America, including home ownership, private renting and social renting, the role of government, housing providers and communities. In particular, the gap between neighbourhoods, the problems of housing costs and affordability, homelessness, and social exclusion. The course covers the management and maintenance of housing and neighbourhood services in cities, the impact of housing on social problems, on community relations, and on the environment. Case studies are used to examine how people relate to their neighbourhoods and to each other, particularly in low income, urban areas. How new communities are being developed, how existing areas can be adapted and how housing needs can be met are the big challenges this course addresses, using live case studies to illustrate the main themes.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures and 2 hours of seminars in the ST.
In addition there is one lecture/seminar in the ST. There are also organised site/project visits in MT. The course provides many case study examples for students to draw on.
Formative coursework: Students participate actively in seminars, present their case studies and complete two formative essays drawing on case study evidence.
Students are invited to join site visits which illustrate key housing themes.
Indicative reading: A. Power. City Survivors. 2007. A. Power. From Hovels to High Rise. 1993. R. Lupton. Poverty Street, 2003. R. Tunstall and A. Coulter. Turning the Tide? 25 Years on 20 Estates. Hanley (2004) Estates: a personal history. J Hills Ends And Means: The Future Roles Of Social Housing In England, 2007. Peter Somerville, Understanding Community, 2011. A Power et al. Jigsaw Cities 2007. J. Hills T. Sefton & K. Stewart. A more equal society? 2009. A. Power, J. Ploger, A. Winkler. Phoenix Cities. 2010.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 2000 words) in the LT.
Essay based on a housing case study

SA4G8 Half Unit
The Third Sector

This information is for the 2017/18 session.
Teacher responsible: Dr Timothy Hildebrandt OLD.2.56, Dr Armine Ishkanian OLD.2.54 and Dr Isabel Shutes OLD.2.58
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and MSc in Social Policy and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is capped at a maximum of 30 places.
Pre-requisites: Academic and/or practical knowledge of the the 'nonprofit', 'NGO', or 'voluntary sector' (in any country) desirable but not essential.
Course content: The 'third sector' is conceived as including all non-state and non-market organisations - such as non-governmental organisations, voluntary organisations, and community groups - and their activities. The course provides a concise introduction to theory and evidence on the nature, past and present roles and potential capacity of third sector organisations in social policy in developed and developing countries. It aims to answer the key questions: what is the 'third sector'?; what roles does it or should it play in meeting welfare needs?; how are third sector organisations involved in shaping social policy; how are changes in funding and in the provision of services affecting organisations? What are the limits to the roles of third sector organisations? Are the answers affected by country, institutions, policy, period, areas of activity? The course covers theoretical arguments and models of the ideal and actual roles of third sector organisations, and the historical development of the sector in different contexts. It assesses boundaries and relationships between the third sector, the state and the market, and its relationship with different social groups, service users and communities. It describes and explains the size and the role the sector takes in different periods, countries and areas of activity, and evaluates its impact. It considers the independence, interdependence, accountability and probity of third sector organisations. The course draws on examples from a range of areas of activity (such as education, employment, international development, social care), and areas of activity with particular groups (such as migrants and refugees, women, children and older people), as well as a range of countries.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
Formative coursework: Students will be expected to participate actively in seminars and to complete one piece of written formative coursework
Indicative reading: Anheier, H (2005) Nonprofit Organisations: Theory, Management, Policy; Billis, D (2010, ed.) Hybrid Organizations and the Third Sector: Challenges for Practice; Edwards, M (2009) Civil Society; Evers, A and Laville, J-L (eds) (2009) The Third Sector in Europe; Harris, M and Rochester, C (2001, eds.) Voluntary Organisations and Social Policy: Perspectives on Change and Choice; Ishkanian, A and Szreter, S (2012) The Big Society Debate: A New Agenda for Social Welfare?; Lewis, D. (2014) Non-Governmental Organizations, Management and Development; Lewis, D and Kanji, N (2009) Non-Governmental Organizations and Development; Kendall, J (2003) The Voluntary Sector: Comparative Perspectives in the UK; Powell, W and Steinberg, R (2006) The Nonprofit Sector: A Research Handbook; Salamon, L and Anheier, H (1997) Defining the Nonprofit Sector: A Cross-National Analysis; Taylor, M (2011) Public Policy in the Community.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SA4H
London School of Hygiene & Tropical Medicine - Units

This information is for the 2017/18 session.
Availability: Restricted to MSc Health Policy, Planning and Financing , MSc International Health Policy and MSc International Health Policy (Health Economics) students. This course is not available as an outside option.
Course content: London School of Hygiene and Tropical Medicine Linear Modules (MT)
Health Services
Health Policy, Process & Power
Basic Epidemiology: EPH & PHP*
Issues in Public Health
Students taking Linear Modules at the London School of Hygiene and Tropical Medicine (LSHTM) are required to sit for this examination. Students taking just one linear module will be assessed by a one-and-a-half hour written examination in the ST. Students taking two linear modules will be assessed by a three-hour written examination in the ST. A maximum of two LSHTM linear modules may normally be taken subject to academic approval, although in exceptional circumstances three may be taken subject to academic approval.
London School of Hygiene & Tropical Medicine Study Modules (LT and ST)
For a detailed list of modules available and codes students are advised to refer to their LSHTM MSc handbook. HPPF students can take a maximum of two LSHTM study modules at the London School of Hygiene and Tropical Medicine subject to academic approval. These are mostly assessed by assignments and there are usually no examinations.

SA4H7 Half Unit
Urbanisation and Social Policy in the Global South

This information is for the 2017/18 session.
Teacher responsible: Dr Sunil Kumar OLD.2.55
Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Population and Development, MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.
For postgraduate students interested in urban social policy in developing and transitional countries. The course is also open to students on other MSc Programmes dependent on spaces being available. Some knowledge and experience of urban issues is desirable. In applying for a place on this course, students will have to upload a statement on LFY explaining why they want to enrol.
Course content: The course examines the social, economic and political challenges in urban areas in developing and transitional countries from various conceptual perspectives, and the policies and planning practices aimed at addressing them. Some of the themes explored in the course are: theoretical perspectives on the city; urbanisation and social change; migration; the rural-urban interface; urban poverty and livelihoods ; labour markets and housing; urban social movements; urban basic services; and urban management and governance.
Teaching: 15 hours of lectures and 16 hours and 30 minutes of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
Formative coursework: All students are expected to read widely, and take part in a range of activities in the seminar sessions. Students are required to contribute to the seminars on a weekly basis by undertaking an un-assessed activity called My-City. All written work should be related to urban issues in either developing or transitional countries.
Indicative reading: A detailed reading list will be provided for each lecture and seminar. The following is an introductory list of books: Beall, J and S Fox (2009), Cities and Development, Routledge; Pieterse, E.A. (2008), City Futures: Confronting the Crisis of Urban Development, Zed Books; ; Staples, J. (Ed) (2007), Livelihoods at the Margins: Surviving the City. Left Coast Press; Westendorff, D. and D Eade (Ed) (2002), Development and Cities, OXFAM; ; J Gugler (Ed) (1997), Cities in the Developing World: Issues, Theory and Policy, Oxford University Press; Mitlin, D and D. Satterthwaite (2012), Urban Poverty in the Global South: scale and nature, Routledge; Mitlin, D. and D Satterthwaite (2004), Empowering Squatter Citizen : Local Government, Civil Society, and Urban Poverty Reduction, Earthscan; R J Skinner & M J Rodell (Eds) (1983), People, Poverty and Shelter, Methuen; J Hardoy, D Mitlin and D Satterthwaite (2001), Environmental Problems in Third World Cities, Eathscan; N Devas & C Rakodi (Eds) (1993), Managing Fast Growing Cities, Longman, S Bartlett et al (1999), Cities for Children, Earthscan; UN-Habitat (2011), Cities and Climate Change: Global Report on Human Settlements 2011, Oxford University Press; UN-Habitat (2011), The State of Asian Cities 2010/11, UN-Habitat; UN-Habitat (2010), State of the World's Cities 2010-2011, Oxford University Press; UNHCS (1996), An Urbanising World: Global Report on Human Settlements, Oxford University Press; UNFPA (2007), State of World Population 2007: Unleashing the Potential of Urban Growth, United Nations Population Fund.
Assessment: Exam (60%, duration: 2 hours) in the main exam period.
Essay (40%, 3000 words) in the LT.
All written work should be related to urban issues in either developing or transitional countries.

SA4H9 Half Unit
Non-Governmental Organisations, Social Policy and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Armine Ishkanian OLD.2.54 and Dr Timothy Hildebrandt OLD.2.56
Dr Hakan Seckinelgin OLD.2.27
Availability: This course is compulsory on the MSc in Social Policy and Development: Non-Governmental Organisations. This course is available on the MSc in Social Policy and Development. This course is not available as an outside option.
Pre-requisites: Students will preferably have some experience of

work within NGOs and/or relevant government departments or donor agencies working with NGOs.
Course content: The course focuses on the specialised field of non-governmental organisations (NGOs) within the field of social policy and development, and considers theoretical and policy issues. Main topics include the history and theory of NGOs; the changing policy contexts in which NGOs operate; NGO service delivery and advocacy roles in policy; challenges of NGO accountability; NGO organisational growth and change; conceptual debates around civil society, social capital, social movements and globalisation; and NGO relationships with other institutional actors including government, donors and private sector.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will sit a mock exam held in LT. Students will receive feedback from their academic adviser on the mock exam. Weekly student led seminars which involve discussion of the assigned readings will also help to develop students' critical thinking, reading, and analytical skills
Indicative reading: Anheier, H.K. (2005) Nonprofit Organizations: Theory, Management, Policy. London: Routledge; Bebbington, A., Hickey, S. and Mitlin, D. (2008) Can NGOs Make a Difference? London: Zed Books; Edwards, M. and Hulme, D. NGOs, Performance and Accountability: Beyond the Magic Bullet. London: Earthscan; Glasius, M, Lewis, D. and Seckinelgin, H. (2004) eds. Exploring Civil Society: Political and Cultural Contexts, London: Routledge; Kaldor, M. and Anheier, H.K. Global Civil Society Yearbooks 2001-2010. Oxford University Press/Sage; Holmen, H. (2010) Snakes in Parsdise: NGOs and the Aid Industry in Africa. Sterling VA: Kumarian; Howell, J. and J. Pearce (2001) Civil Society and Development: A Critical Exploration. London: Lynne Rienner; Lewis, D. and Kanji, N. (2009) Non-Governmental Organisations and Development. London: Routledge.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SA4J2 Half Unit

New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise

This information is for the 2017/18 session.
Teacher responsible: Dr Jonathan Roberts Marshall Institute, 5 Lincoln's Inn Fields and Prof Julian Le Grand Marshall Institute, 5 Lincoln's Inn Fields
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is available in the first instance to students taking the MPA in Social Impact. It is also open to students taking other MPA programmes. If there is sufficient capacity, the course is available with permission to students taking Master's programmes in the Department of Social Policy and other Departments. The course is a collaboration between the Marshall Institute and the Department of Social Policy.
Course content: Private actions for public benefit - whether called philanthropy, charity, associationalism, social entrepreneurship or social business - have long been significant within societies. This arena of private action is currently experiencing both resurgence and disruption. This course takes a policy-oriented approach towards these new dynamics of private social action. It explores innovative mechanisms of financing, organisation and delivery, including impact investing, new coalitions for social impact (for instance, social impact bonds), venture philanthropy and social enterprise. A central focus is the opportunity created by bringing together market and business mechanisms and the social – but also the consequent challenge and complexity of achieving social impact through hybrid organisations, hybrid funding streams and hybrid mechanisms of coordination. Cross-cutting themes are how to design incentive structures which respond to the complex web of motivations of actors in this field, and the organisational tension inherent in responding to double or triple bottom lines.
Using analytical frameworks drawn from economics, sociology and political economy, the course will critically evaluate the challenges and advantages of these emerging institutions and mechanisms. Examples of the types of question that we will investigate include: what is social enterprise? How can social enterprises support social innovation and impact? Can we combine financial return, social impact and environmental sustainability? Why should an organisation be a non-profit, for-profit or other ownership form? How can the state, market and private altruistic action combine to achieve social impact? How can we design organisations and structures which nurture and capitalise on values and altruism? What are the differences between the culture, practice and motivations of state, commercial and charitable organisations, and what are the consequent challenges of implementation and management in hybrid organisations? The answers to these questions are contested and the course seeks to give participants the critical skills to make their own determination.
Teaching: 15 hours of lectures, 15 hours of seminars and 7 hours and 30 minutes of workshops in the LT.
The course comprises of one 90 minute lecture and one 90 minute seminar each week. In addition every fortnight there will be a 90 minute 'private action in practice' workshop organised by the Marshall Institute.
Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the LT.
Formative assessment will consist of one 2,000 word essay, submitted in the middle of the LT. Students will also receive formative feedback on seminar presentations.
Indicative reading:
- Anheier, H. and Leat, D. (2006). Creative Philanthropy: Toward a New Philanthropy for the Twenty-First Century. New York: Routledge
- Battilana, J., Lee, M., Walker, J. &, Dorsey, C. (2012). "In Search of the Hybrid Ideal." Stanford Social Innovation Review 10(3): 51-55
- Dees, G. (2012). "A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship." Journal of Business Ethics 111(3): 321-334
- Eikenberry, A. (2009). "Refusing the Market: A Democratic Discourse for Voluntary and Nonprofit Organizations". Nonprofit and Voluntary Sector Quarterly 38(4): 582-596
- Fox, C. and K. Albertson (2011). "Payment by results and social impact bonds in the criminal justice sector: New challenges for the concept of evidence-based policy?" Criminology and Criminal Justice 11(5): 395–413
- Le Grand, J. (2006). Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens. Oxford: Oxford University Press.
- Reich, C. Cordelli and L. Bernholz (eds) (2016). Philanthropy in democratic societies : history, institutions, values. Chicago: University of Chicago Press
- Salamon, L. (2014). Leverage for Good: An Introduction to the New Frontiers of Philanthropy and Social Investment. Oxford: Oxford University Press
- Yunus, M. (2010). Building Social Business. New York: Public Affairs.

Assessment: Coursework (30%, 2000 words) and essay (70%, 3000 words) in April.

SA4J4 Half Unit

Designing and Implementing Evidence-Informed Policies and Programmes

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Capped at 30
Course content: The aim of this half-unit course is to help students develop knowledge, critical analysis and skills necessary for evidence-informed policy making. It will enable students to assess, analyse, interpret and use evidence to design relevant and effective interventions. The course particularly emphasises the need to recognise the complexity of economic, social, institutional and political context and incorporate contextual analysis of social relations, gender inequalities, interests and incentives of societal actors in policy design and implementation arrangements. The course will equip students with the knowledge and skills to critically appraise how government agencies, international organisations and other actors generate and utilise evidence to design and implement policies and programmes.
The course covers evidence generation and use during three main stages of the policy cycle: policy design, implementation, and monitoring and evaluation. It introduces theory-based approaches and examines the use of social, gender, governance and political-economy analysis to inform policy design and implementation. It discusses the role of monitoring and evaluation in producing nuanced policy-relevant evidence.
The course draws on policies and programmes in the field of social policy and social development in both more and less developed countries. In seminars, students will review and critically assess project reports (e.g. project appraisal/completion reports) and research studies of actual policies and programmes. They will scrutinise different assessment tools developed and used by government agencies and international organisations (e.g. DFID, World Bank) for gathering policy relevant evidence.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
10 x 1.5 hour lectures (MT weeks 1-10)
10 x 1.5 seminars (MT weeks 2-11)
Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the MT.
Students will work in groups to deliver seminar presentations on assigned topics and contribute to seminar discussions. As well as enabling students to practise essential team working and presentation skills, this exercise is an important preparation for the final summative assessment. It will enable students to practise their ability to analyse and evaluate policies and programmes, prepare and present critiques, and use literature to frame and contextualise analysis.
Students will write a short individually-authored project identification report (1,000 words, MT week 7) in preparation for the summative assessment. This exercise will test their ability to use theory-based approaches, distinguish types and sources of evidence, and evaluate approaches and methods for generating evidence. Students will receive personalised feedback and suggestions for future improvement.
Indicative reading: Nutley, S. M., Walter, I. and H. T. O. Davies (2007) Using Evidence: How Research Can Inform Public Services, Policy Press: Bristol. Funnell, S. and P. Rogers (2011) Purposeful Program Theory: effective Use of Theories of Change and Logic Models, Wiley & Sons: San Francisco. Weiss, C. (1998) Evaluation: methods for Studying Programs and Policies, Prentice Hall: New York. Bacchi, C. (2009) Analyzing Policy: What's the Problem Represented to Be? Pearson Australia: Frenchs Forest, N. S. W. Holmes, R. and N. Jones (2013) Gender and Social Protection in the Developing World: Beyond Mothers and Safety Nets, Zed Books: London and New York. Fritz, V., Levy, B. and R. Ort (2014) Problem-driven Political Economy Analysis: The World Bank's Experience, Directions in Development - Public Sector Governance, World Bank: Washington, DC. Shah, N. B., Wang, P., Fraker, A. and D. Gastrfriend (2015) Evaluations with Impact: Decision-focused Impact Evaluation as a Practical Policymaking Tool, 3ie Working Paper 25. Roelen, K. and L. Camfield (2015) Mixed Methods Research in Poverty and Vulnerability: Sharing Ideas and Learning Lessons, Pagrave Macmillan: London.
Assessment: Essay (30%, 1500 words) in the MT.
Other (70%) in the LT.
Students will be required to complete two assignments designed to support the main learning outcomes of the course:
1. A three-part individually authored essay (30%), in which students answer pre-assigned questions, drawing on literature and course material (500 words for each answer, maximum 1,500 words in total, MT week 11). This assessment will support student learning of the main debates, issues and critiques and will help consolidate their disciplinary and methodological knowledge. It will develop the ability to recognise constraints on evidence-based policy making, and to recognise and evaluate the contribution of different assessment tools and evaluation approaches.
2. An individually-authored project appraisal report (70%) with an assessment of a real-life project, using knowledge and skills learned in the course and drawing on project design documents, evaluation reports and relevant literature (maximum 3,000 words, LT week 1). Students will be asked to re-design the project or its parts to incorporate evidence more rigorously.
This assessment is designed to enable students to apply the knowledge and skills they learned to assess the use of evidence in project design and propose arrangements to address policy weaknesses they identified. It will develop students' ability to appraise policies and programmes; evaluate, analyse, interpret and use evidence; design analytical frameworks; prepare and present written critiques; and write policy reports. This assessment is in line with the student-centred nature of the course delivery. It will allow students to exercise choice in selecting the project and offer an opportunity to carry out independent and creative work - both these features support student autonomy and tend to empower students.

SA4J8 Half Unit

Social Policy and Development: Core Concepts

This information is for the 2017/18 session.
Teacher responsible: Dr Armine Ishkanian OLD.2.54 and Dr Timothy Hildebrandt OLD2.55
Dr Hakan Seckinelgin OLD.2.27
Availability: This course is compulsory on the MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is not available as an outside option.
Pre-requisites: Students will be required to take part in a three-day residential workshop at Cumberland Lodge in Windsor Great Park, during the Lent term. The cost is included in MSc SPD & NGOs student fees.
Course content: The course is designed to give students knowledge of core concepts within the theory and implementation of social policy in developing countries. Such an overview is essential for those focusing on mainstream social policy and development issues, and those choosing to specialise on non-governmental organisations. Main topics will include: Comparative social policy in north and south; social development and human development; conceptualizing the state, market and civil society as policy actors; citizenship, social justice, and rights; comparative approaches to the understanding of poverty, wellbeing and exclusion; welfare regime theory; concepts of sustainable

livelihoods; global institutions and the international aid system; conceptualizing the policy process.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
There is also a compulsory residential workshop held in Cumberland Lodge, Windsor during a weekend in January (Lent Term).
Formative coursework: All students will write and receive feedback on a 2000 word formative essay. The formative essay is based on a set question.
The weekly student-led seminars will require all students to come prepared to discuss the required readings and link these to the learning outcomes. The seminar teaching is designed to help students develop critical thinking, reading, and analytical skills.
Indicative reading: De Haan, A. (2007) Reclaiming Social Policy: Globalization, Social Exclusion and New Poverty Reduction Strategies. Basingstoke: Palgrave Macmillan; Deacon, B (2007) Global Social Policy and Governance, London: Sage; Gough, I. and G. Wood et al. (eds, 2004) Insecurity and Welfare Regimes in Asia, Africa and Latin America. Cambridge: Cambridge University Press; Hall, A. and J. Midgley (2004) Social Policy for Development. London: Sage; Houtzager, P and Moore, M. (eds, 2005) Changing Paths: International Development and the New Politics of Inclusion. Ann Arbor: University of Michigan Press; Mkandawire, T. (ed, 2004) Social Policy in a Development Context. Basingstoke: Palgrave Macmillan; Riddell, R. (2007) Does Foreign Aid Really Work? Oxford: Oxford University Press; Turner, M. and Hulme, D. (1997) Governance, Development and Administration: Making the State Work. Houndsmill: Macmillan.
Assessment: Essay (100%, 3500 words) in the LT.

SA4J9 Half Unit
States, Social Policy and Development

This information is for the 2017/18 session.
Teacher responsible: Dr Armine Ishkanian OLD.2.54, Dr Timothy Hildebrandt OLD.2.56 and Dr Sunil Kumar OLD.2.55
Dr Hakan Seckinelgin OLD.2.27
Availability: This course is compulsory on the MSc in Social Policy and Development. This course is available on the MSc in Social Policy and Development: Non-Governmental Organisations. This course is not available as an outside option.
Course content: This course provides the analytical tools needed to understand and critically evaluate the key practical challenges of social development. A wide range of development contexts will be discussed using empirical research and case studies. Key themes include: linking social policy theory, implementation and practice; making social protection effective; managing sector reform processes; projects and programmes, including design and evaluation; participation and community development; gender analysis; the impact of corporate social responsibility and social enterprises on poverty reduction.
Teaching: 15 hours of lectures and 15 hours of seminars in the Lent Term.
Formative coursework: The formative work on this course is a mock exam held in the Lent Term. Students will receive feedback on their mock exam from their academic advisers.
Indicative reading: Barrientos, A. and D. Hulme, eds. (2008) Social Protection for the Poor and the Poorest: Concepts, Policies and Politics. London: Palgrave Macmillan; Dale, R (2004) Development Planning: Concepts and Tools for Planners, Managers and Facilitators, Zed Books; Green, D. (2008) From Poverty To Power: How Active Citizens and Effective States Can Change The World. Oxford: Oxfam International; Hickey, S. and Mohan, G. (2004) Participation, from tyranny to transformation? : exploring new approaches to participation in development. London: Zed Books; Midgley, J. (1995) Social development: the developmental perspective in social welfare. London: Sage; Rondinelli, D. (1983) Development Projects as Policy Experiments: An Adaptive Approach to Development Administration. London: Methuen; Thin, N. (2002) Social progress and sustainable development. London: ITDG; Willis, K. (2005) Theories and Practices of Development. London: Routledge.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SA4K2 Half Unit
Sexuality, Everyday Lives and Social Policy in Developing Countries

This information is for the 2017/18 session.
Teacher responsible: Dr Timothy Hildebrandt OLD.2.55
Dr Hakan Seckinelgin OLD.2.27
Availability: This course is available on the MSc in Health, Community and Development, MSc in Social Policy (Research), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.
This course is capped at 15 students.
Pre-requisites: None
Course content: This course aims to analyse and understand the way social policies deploy sexuality categories in regulating everyday life in developing countries, both in its public and private manifestations. It aims to consider social policy and particular interventions in their historical contexts, as a way of unpacking the construction of sexuality in the intersection of colonialism, gender, race, class and international policy frameworks in developing countries. The course also aims to interrogate the relationship between particular social policy prescriptions developed in most industrialized welfare societies and the way some of these are transferred to developing countries. The major concern of the analysis is to bring out the perceptions of sexuality that underwrite these policies and how these interact with existing perceptions of sexualities and their performances (identities, desires and bodily practices) in multiple developing country contexts. These policy areas include, among others, discussions of rights, entitlements, citizenship, same-sex marriage, sexually transmitted disease, HIV/AIDS, family policies, migration/border controls, criminality and employment-related policies.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
Formative coursework: Students will be expected to submit a formative essay (2,000 words), which is to be handed in by the end of week eight of Lent Term.
Indicative reading: Aggleton, P., Boyce, P. and Moore, H. (2012) Understanding Global Sexualities: New Frontiers. London: Routledge; Butler, J. (1990) Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge; Canaday, M. (2009) The Straight State: Sexuality and Citizenship. Princeton university Press; Cornwall, A., Corrêa, S. and Jolly, S. (2008) Development with a Body: Sexuality, Human Rights and Development. London: Zed Book; Correa, S., Petchesky, R. and Parker, R. (2008) Sexuality, Health and Human Rights. London: Routledge; De La Dehesa, R. (2012) Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies. Duke University Press; Reid, G. and Walker, L. (2005) Men Behaving Differently: South African Men since 1994. Doubleday books; Richey, L. A. (2008) Population Politics and Development: From the policies to the Clinics. London: Palgrave; Stoler, A. L. (2002) Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule. University of California Press; Tamale, S. (2011) African Sexualities: A Reader. Pambazuka Press.
Assessment: Essay (100%, 3000 words) in the LT.

SA4K3
MPA Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is compulsory on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy and MPA in Social Impact. This course is not available as an outside option.
Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.
Teaching: 7 hours and 30 minutes of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises seven 1.5 hour Capstone seminars in the MT and LT. These seminars provide guidance on planning, structuring and presenting the Capstone report and the usage of research methods. Students are asked to participate in the Capstone Professional Development exercises designed to support effective and fair group work. Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.
Formative coursework: Feedback will be provided on presentations of work-in-progress during MT and LT.
Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Common Causes of Project Failure (London: OGC, 2004); Howard White, Theory-based Impact Evaluation: Principles and Practice (3ie, 2011); Curtis Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems', chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).
Assessment: Project (100%, 15000 words) in the LT.
The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.
The group mark has three components:
1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item).
Additionally, each group member must complete the Capstone evaluation and personal reflection exercise. This will be submitted individually and separately from the report.

SA4K4
MPA Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option. Students may not take this course and an MPA Policy Paper.
Course content: The aim of this course is to enable students to plan, design and conduct independent substantial research and/or analysis in an area of public policy. MPA students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their Academic Adviser. The dissertation must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge- and theory-building. The main body of the dissertation should include literature review, method of investigation, results of the analysis, discussion of findings, conclusions and theoretical and policy implications. Dissertations can utilise quantitative and/or qualitative data and draw on primary and/or secondary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing a research topic and question; designing an analytical framework; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most (Journal of Sustainable Finance and Investment, Vol 3, No 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Diana Ridley, The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series, 2008); Christopher Hart, Doing Your Masters Dissertation (SAGE Study Skills Series, 2004); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003)
Assessment: Dissertation (90%, 10000 words) in the ST.
Other (10%) in the MT.
1) A 1,500 word dissertation proposal consisting of the title, abstract, research question and hypothesis, justification for research, feasibility of the dissertation topic, an explanation of sources, provisional structure and analytical framework will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

SA4K5 Half Unit
Issues in Contemporary Policing

This information is for the 2017/18 session.
Teacher responsible: Prof Tim Newburn OLD 2.40a
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and Master of Laws. This course is available as an outside option to students on other programmes where regulations permit.
While not specifically counting towards a specialism on the LLM, this course would complement the following specialisms: Criminology and Criminal Justice, Legal Theory and Public Law.
Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) Criminology, London: Routledge, 3rd Edition
Course content: The flourishing sub-discipline of 'police studies' reflects the increasing centrality of policing in political debate and popular culture, and as a major concern of government policy. This course aims to familiarise students with the formidable volume of research knowledge that has now been built up. The course will enable students to understand the development and functioning of police organisations as well as providing them with an understanding of some of the key issues and debates affecting contemporary policing. The topics covered will include: the role and purposes of policing; the media and policing; governance and legitimacy; integrity and corruption; and policing and (in)equality.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Students will be required to write and submit two pieces of formative coursework. The first will be an essay outline - in effect an outline of a answer to a potential examination question, including a full introductory paragraph. The second will be a written assessment of a published book review - as the basis for the summative work to come.
Indicative reading: Bittner, E. (1990) Florence Nightingale in pursuit of Willie Sutton, in Aspects of Police Work, Boston: Northeastern University Press. Bowling,B., Phillips,C. and Parmar,A. (2008) 'Policing ethnic minority communities' in Newburn, T. (ed) Handbook of Policing, Cullompton: Willan. Dick, M., Silvestri, M. and Westmarland, L. (2013) Women police; potential and possibilities for police, in J.Brown (ed.) The Future of Policing London: Routledge. Greer, C. and R.Reiner (2012): 'Mediated Mayhem' in M.Maguire et al The Oxford Handbook of Criminology Oxford University Press. Newburn, T. (ed) (2008) Handbook of Policing, Second Edition, Cullompton: Willan. Newburn, T. (ed) (2004) Policing: Key Readings, Cullompton: Willan. Reiner, R. (2010) The Politics of the Police, Oxford: Oxford University Press. Reiner, R. (2013) Who Governs? Criminology and Criminal Justice 13/2: 161-180. Silver, A. (1967) 'The demand for order in civil society', in D.J. Bordua (ed) The Police: Six Sociological Essays, New York: Wiley. Banton, M. (1964) The policeman in the community, London: Tavistock. Knuttson, J. and Tompson, L. (2017) Advances in Evidence-based Policing, London: Routledge. Lum, C. and Koper, C. (2017) Evidence-based policing: Translating theory into practice, New York: OUP. Monkkonen, E. (1982) From cop history to social history: The significance of police in American history, Journal of Social History, 15, 575-91. Newburn, T. (1999) Understanding and preventing police corruption, London: Home Office. Reuss-Ianni, E. and Reuss-Ianni, F. (1983) Street cops and management cops: the two cultures of policing, in Punch, M. (ed) Control in the Police Organization, Cambridge: MIT Press. Skolnick, J. (1994) A Sketch of the policeman's working personality, in Justice Without Trial, New York: Wiley. Styles, J. (1987) The emergence of the police - explaining police reform in eighteenth and nineteenth century England, British Journal of Criminology, 27, 1, 15-22. Zimring, F. (2017) When Police Kill, New York: OUP
Assessment: Essay (80%, 3000 words) in January.
Project (20%, 1000 words) in the Week 7.
The summative assessment will comprise a 3,000 essay involving a critical assessment of a minimum of two substantive issues covered in the course (80%), and a 1,000 word book review (20%).

SA4L1 Half Unit
The Governance of Welfare: The Nation State and the European Union

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Mangen OLD 2.62
Availability: This course is compulsory on the MSc in Social Policy (European and Comparative Social Policy). This course is available on the MSc in China in Comparative Perspective, MSc in EU Politics, MSc in Public Policy and Administration, MSc in Regulation, MSc in Social Policy (Research) and MSc in Social Policy (Social Policy and Planning). This course is available as an outside option to students on other programmes where regulations permit.
Course content: The initial lecture introduces the principal methods and analytic models of comparative social policy. This is followed by a review of the development of modern welfare states in Western Europe from the last quarter of the 19th century, when many of the key institutional features of European welfare were being created. Then a series of lectures provides analysis of contemporary welfare models as they have evolved in major EU member states since the end of the Second World War: Sweden (representing social democracy) France and Germany (representing two variants of 'conservative corporatism' as Esping-Andersen in the Three Worlds of Welfare Capitalism termed them), Italy and Spain (as representatives of the Mediterranean 'middle way') and welfare states of Transitional Economies in Central and Eastern Europe. Discussion of the social policy competence of the European Union completes the teaching in the last three sessions.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Students will be required to submit one formative essay of 1500 words by the end of week 8 of the Michaelmas Term.
Indicative reading: Baldwin, P The Politics of Social Solidarity - Class Bases of European Welfare States 1875-1975, Cambridge University Press 1990; Buchs M New Governance of European Social Policy: the Open Method of Coordination. Palgrave, 2007;Esping-Andersen, G The Three Worlds of Welfare Capitalism, Polity 1990; Hay C & Wincott The Political Economy of European Welfare Capitalism, Palgrave 2012, especially chapters 2, 5, 6; Mangen S Europe and the Welfare State since 1945 in Larres K (ed) A Companion to Europe Since 1945. Blackwell, 2008; van Kersbergen K & Vis B Comparative Welfare State Politics, Cambridge OP 2014;Castles F G et al The Oxford Handbook of the Welfare State. Oxford UP, 2010.
Assessment: Essay (100%, 3000 words).

SA4L6 Half Unit
Illegal Drugs and Their Control: Theory, Policy and Practice

This information is for the 2017/18 session.
Teacher responsible: Dr Michael Shiner OLD.2.34
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Regulation, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and Master of Laws. This course is available as an outside option to students on other programmes where regulations permit.
If this course is oversubscribed places will be allocated firstly to MSc Criminal Justice Policy students, then other Social Policy students and then students from other departments on a first

come first served basis.
Pre-requisites: Some familiarity with criminology or sociology is preferable but not essential
Course content: This multi-disciplinary course draws on sociology, psychology, criminology and law to examine the place and meaning of illegal drug use in late modern societies and associated policy responses. It begins by considering drug use and subcultural formations; the 'normalisation' of drug use; drug tourism; the role of addiction; and the organisation of drug markets. It then goes onto consider the making of drugs policy; drugs, policing and the law; treatment and harm reduction; drugs as a development and human rights issue; decriminalisation and alternatives to prohibition.
Teaching: 10 x 1.5 hours of lectures and 10 x 1.5 hours of seminars in the MT.
Formative coursework: Students will be expected to submit a formative essay (2,000 words), which is to be handed in by the end of week eight of MT.
Indicative reading: Aldridge, J., Measham, F., and Williams, L. (2011) Illegal Leisure Revisited: Changing Patterns of Alcohol and Drug Use in Adolescents and Young Adults, London: Routledge. Bean, P. (2008) Drugs and Crime, Cullompton: Willan. R. Hughes, R. Lart., and P. Higate (2006) Drugs: Policy and Politics, Maidenhead: Open University press. Klein, A. (2008) Drugs and the World, London: Reaktion. MacCoun, R.J., and Reuter, P. (2001) Drug War Heresies: Learning from Other Vices, Times and Places, Cambridge: Cambridge University Press. Shiner, M. (2009) 'Drug Use and Social Change: The Distortion of History, Basingstoke: Palgrave Macmillan. M. Simpson, T. Shildrick and R. MacDonald (2007) Drugs in Britain: Supply, Consumption and Control, Basingstoke: Palgrave MacMillan. Stevens, A. (2011) Drugs Crime and Public Health: The Political Economy of Drug Policy, London: Routledge.
Assessment: Essay (100%, 3000 words) in the LT.
to be handed in during the first week of the LT.

SA4L7 Half Unit
Policing, Security and Globalisation

This information is for the 2017/18 session.
Teacher responsible: Prof Tim Newburn OLD 2.40a
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and Master of Laws. This course is available as an outside option to students on other programmes where regulations permit.
While not specifically counting towards a specialism on the LLM, this course would complement the following specialisms: Criminology and Criminal Justice, Legal Theory and Public Law.
Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction in: Newburn, T. (2017) Criminology, London: Routledge, 3rd Edition
Course content: The sub-discipline of police studies is now well-established and is flourishing. Whilst much traditional policing scholarship has focused on policing within particular societies, increasingly attention is being drawn to both international and comparative matters. Indeed, the social and economic changes associated with globalisation have affected policing as all else. This course will focus on transnational public and private policing, and on the issues and challenges raised by globalisation: from the policing of transitional societies and emergent democracies, the problems of drugs control and the policing of migration, to new social movements and the policing of public order.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be asked to submit one piece of formative coursework: an essay outline - in effect an outline answer to the longer summative essay, including a full introductory paragraph.
Indicative reading: Bowling, B. and Sheptycki (2012) Global Policing London: Sage. Brodeur, J-P (2010) The Policing Web, New York: OUP. Newburn, T. (ed) (2008) Handbook of Policing, Second Edition, Cullompton: Willan (in process of updating). Newburn, T. (ed) (2004) Policing: Key Readings, Cullompton: Willan. Newburn, T. (ed) (forthcoming) Policing: Critical Concepts in Criminology, London: Routledge (4 vols). Reiner, R. (2010) The Politics of the Police, Fourth Edition, Oxford: Oxford University Press (new edition in 2017/18). Andreas, P. and Nadelmann, E. (2006) Policing the Globe: Criminalization and crime control in international relations, New York: OUP. Johnston, L. (2006) Transnational security governance, in Wood, J. and Dupont, B. (eds) Democracy, Society and the Governance of Security, Cambridge: CUP. Nadelmann, E. (1993) Cops across borders: the internationalisation of US law enforcement. Pennsylvania State University Press. Reiner, R. (1992/2004) Policing a postmodern society, in Newburn, T. (ed) Policing: Key Readings, Cullompton: Willan. O'Malley, P. (1997/2004) Policing, politics and postmodernity, in Newburn, T. (ed) Policing: Key Readings, Cullompton: Willa. Sheptycki, J. (1995) 'Transnational policing and the makings of a postmodern state'. British Journal of Criminology, 35:613-35. Sheptycki, J. (1998). 'Policing, postermodernism and transnationalisation'. British Journal of Criminology. 38: 485-503. Sheptycki, J (ed.) (2000) Issues in Transnational Policing. London: Routledge
Assessment: Essay (80%, 3000 words) in the ST.
Coursework (20%, 1000 words) in the Week 7.
The summative assessment will comprise a 3,000 word essay involving a critical assessment of two substantive issues covered in the course (80%), and a 1,000 word critique of a selected piece of policing research

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SA4M1 Half Unit
Politics of Social Policy: Welfare and Work in Comparative Perspective

This information is for the 2017/18 session.
Teacher responsible: Dr Timo Fleckenstein OLD.2.60
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Comparative Politics, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Sociology, MSc in Public Policy and Administration, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course explores the politics of social policy in advanced political economies. In the first part of the course, the main analytical approaches for the cross-national analysis of welfare states are introduced (such as the industrialism thesis, the power resources model, new institutionalism, feminist theory and the globalisation thesis). These will be examined in the context of the rise of modern welfare states and their transformations since the end of the 'Golden Age' in the mid-1970s. These analyses and the theoretical approaches to cross-national study of welfare states will be harnessed in the second part of the course when the focus shifts towards more recent policy developments since the 1990s. The empirical focus is on the welfare-and-work nexus. The course analyses the development of labour market and family policies in Nordic countries, Continental Europe, Anglo-phone countries and East Asia.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Seminar members will be expected to make presentations to the seminar, and submit a formative essay of 1,500 words.

Indicative reading: Bonoli, Giuliano, and Natali, David, eds. (2012) The Politics of the New Welfare State, Oxford: OUP. Castles, Frances G. et al., eds. (2010) The Oxford Handbook of the Welfare State, Oxford: OUP. Clasen, Jochen, and Clegg, Daniel, eds. (2013) Regulating the Risk of Unemployment: National Adaptations to Post-Industrial Labour Markets in Europe, Oxford: OUP. Kersbergen, Kees van and Vis, Barbara (2013) Comparative Welfare State Politics: Development, Opportunities, and Reform, Cambridge: CUP. Lewis, Jane (2009) Work-Family Balance, Gender and Policy, Cheltenham: Edward Elgar
Assessment: Essay (100%, 3000 words).

SA4N5 Half Unit Not available in 2017/18 Global Ageing

This information is for the 2017/18 session.
Teacher responsible: Prof Emily Grundy OLD.1.11
This course is compulsory on the MSc Global Health, recommended for students on MSc Global Population Health and MSc Population and Development and available to students on other MSc programmes with an interest in the subject.
Availability: This course is available on the MSc in Global Population Health, MSc in Health and International Development and MSc in Population and Development. This course is available as an outside option to students on other programmes where regulations permit.
A core course for students taking MSc Global Health, very relevant to students on MSc Global Population Health, Social Policy MScs and MSc Population and Development. It is available to students on other programmes who have an interest in the topic. .
Course content: Population ageing is now a near global phenomenon and is perceived as presenting major challenges not only in regions with an already high representation of older people but also in low and middle income countries set to 'grow old before they grow rich'. This course will consider the process and implications of ageing at both the population and the individual level and policy responses.
The course will be structured into five sections. The first will focus on demographic change and the causes and the course of population ageing in various world regions. This element will include explanation and discussion of population dynamics (how populations age) and inter-related social and economic changes associated with demographic transition (why populations age) and their implications for both older and younger generations.
The second section will focus on the process of ageing at the individual level including an overview of recent biological theories of ageing; consideration of family and social support for older people and life course influences on ageing.
In the third section the emphasis will be on trends and differentials in the health of older populations. This will include discussion of measures of health and disability and current debates about the future health status of the older population in different settings and prospects for further changes in longevity.
The fourth section will consider different models of health and social care provision in older populations; associations between ageing and work and debates about economic implications of population ageing and different pillars of economic support for older people, including social pensions.
The final section will deal with policy responses to population ageing at the international and national and regional level.
Teaching: 15 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Students will be asked to work in groups (of 3-5) to prepare and lead seminars. Students will also be required to produce a 1,000 word essay similar to the type of essay questions included in the exam.
Indicative reading: Albertini M, Martin K, Vogel C. Intergenerational transfers of time and money in European families: common patterns – different regimes? Journal of European Social Policy 2007;17(4):319–34. Kinsella K, Wan H. An Aging World: 2008, International Population Reports, US Department of Health and Human Services, 2009. Lee R, Mason A. Population Ageing and the Generational Economy: A Global Perspective. Edward Elgar Publishing, 2011. McDaniel SA, Zimmer Z (eds). Global Ageing in the Twenty First Century. Ashgate Publishing Ltd, 2013. Rechel B, Doyle Y, Grundy E, McKee M. How can Health Systems Respond to Population Ageing? World Health Organization Regional Office for Europe, Copenhagen, 2009. Siegel JS. The Demography and Epidemiology of Human Health and Aging. Springer, 2012. Uhlenberg P (ed). International Handbook of Population Aging, Springer, 2009.
Assessment: Exam (75%, duration: 2 hours) in the main exam period.
Essay (25%, 3000 words) in the LT.

SA4N8 Half Unit Riots, Disorder and Urban Violence

This information is for the 2017/18 session.
Teacher responsible: Tim Newburn (OLD 240a)
Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and Master of Laws. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2012) Criminology, London: Routledge, 2nd Edition.
Course content: This course focuses on urban or collective violence, or what more colloquially tend to be referred to as 'riots'. The course will consider the various approaches that have been taken to this subject - via history, psychology and sociology - and, focusing on particular examples, the course will examine some of the core issues in the field including: the causes of riots; psychological versus sociological explanations; the role of race/ethnicity; the impact of traditional and new social media on the nature and organisation of rioting; the role and changing nature of the policing of urban disorder; and how riots might be understood both historically and comparatively.
Teaching: 15 hours of lectures and 15 hours of seminars in the LT. There was strong and consistent feedback from students this year (the first year of the course) to increase the lecture time from 60 minutes to 90 minutes (in line with a number of other taught MSc modules in Social Policy).
Formative coursework: Students will be required to write and submit two pieces of formative coursework for assessment and peer feedback. The first will be an essay outline - in effect an outline of a answer to a potential examination question, including a full introductory paragraph. The second will be an outline of their intended case study. Both pieces of formative coursework will be shared via Moodle and all students will be encouraged to offer constructive feedback to each other as well, of course, as receiving feedback from the course director. Peer feedback will be utilised as a means of encouraging a degree of group work and collective endeavour among course participants.
Indicative reading: Baldassare, M. (1995) The Los Angeles Riots: Lessons for the Urban Future, Boulder: CO. Bergenson, A. and Herman, M. (1998) Immigration, race and riot: The 1992 Los Angeles uprising, American Sociological Review, 63, 1, 39-54. Body-Gendrot, S. and Savitch, H.V. (2012) Urban violence in the United States and France: comparing Los Angeles (1992) and Paris (2005), in John, P., Mossberger, K. and Clarke, S.E. (eds) The Oxford Handbook of Urban Politics, Oxford: Oxford University Press. Katz, M.B. (2008) Why don't American cities burn very often? Journal of Urban History, 34, 2, 185-208. Moran, M. and Waddington, D. (2016)

Riots: An International Comparison, Palgrave: Macmillan. Newburn, T. (2015) The 2011 English riots in recent historical perspective, British Journal of Criminology, 55, 1, 375-392. Reicher, S. (1996) The Crowd century: Reconciling practical success with theoretical failure, British Journal of Social Psychology, 35, 535-53. Tilly, C. (2003) The Politics of Collective Violence, New York: Cambridge University Press. Thompson, E. P. (1971). The moral economy of the English crowd in the eighteenth century, Past & Present, 50, 76-136. Wacquant, L. (2007) Urban Outcasts: A comparative sociology of urban marginality, Cambridge: Polity Press.
Further reading:
Abu-Lughod, J.L. (2007) Race, Space and Riots in Chicago, New York and Los Angeles, New York: Oxford University Press. Body-Gendrot, S. (2013) Urban violence in France and England: comparing Paris (2005) and London (2011), Policing and Society, 23, 1, 6-25. della Porta, D. (1995) Social Movements, Political Violence and the State, Cambridge: Cambridge University Press Gilje, P.A. 1996) Rioting in America, Bloomington: Indiana University Press. Mason, P. (2013) Why It's Still Kicking Off Everywhere, London: Verso. Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) 'Shopping for Free'? Looting, consumerism and the 2011 riots, British Journal of Criminology, 55 (5): 987-1004. Reicher, S. (1996) 'The Battle of Westminster': developing the social identity model of crowd behaviour in order to explain the initiation and development of collective conflict, European Journal of Social Psychology, 26, 115-134. Scarman, Lord Justice (1982) The Brixton Disorders, Harmondsworth: Penguin. Waddington, D., Jones, K. and Critcher, C. (1989) Flashpoints: Studies in Public Disorder, London: Routledge. Waddington, D. and King, M. (2005) The disorderly crowd: From classical psychological reductionism to socio-contextual theory – The impact on public order policing strategies, Howard Journal, 44, 5, 490-503
Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the main exam period.
Coursework (40%) and presentation (10%).
The coursework (40%) will comprise a single summative essay offering an analytical case study of a modern riot and the presentation (10%) will comprise a poster presentation at an end of term mini academic conference.

SA4P2 Half Unit Not available in 2017/18
Global Population Health: Research Design and Analyses

This information is for the 2017/18 session.
Teacher responsible: Dr Ernestina Coast OLD M 2.24, Dr Arjan Gjonca OLD M 2.25, Dr Tiziana Leone OLD 2.56, Prof Emily Grundy OLD M 2.23 and Prof Michael Murphy
Availability: This course is compulsory on the MSc in Global Population Health. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is compulsory for students on the MSc in Global Population Health who are taking the half-unit dissertation option SA4BA Global Population Health Research Report.
This course will be available as an outside option to students in the department of Social Policy where regulations permit.
Pre-requisites: There are no pre-requisites.
This course is compulsory for students enrolled in the half-unit dissertation option SA4BA Global Population Health Report. It is available as an option for students on other MSc Programmes, with the permission of their Programme Director.
Course content: This half-unit course will provide students with basic training and knowledge in research design and analysis for global population health. Key topics include: formulating research questions and hypotheses; literature searching and systematic narrative reviews; research design; ethical issues in research; research instrument design; data collection; sampling strategies and statistical power; data management and documentation; presentation of results; hypothesis testing and statistical analyses; and, drawing conclusions. The course materials will focus on a broad range of quantitative and qualitative global population health research, and will help students not just to design, collect and manage data, but also to present and interpret their evidence.
Teaching: 10 hours of lectures and 12 hours of workshops in the MT. 3 hours of workshops in the LT.
10 x 1 hour lecture (MT)
10 x 1.5 hour seminar workshop (MT & LT)
Students on this course will have a reading week in Week 6, in line with departmental policy.
Formative coursework: Students will be expected to produce 5 quizzes in the MT.
Fortnightly online quizzes, linked to the content of lectures and seminars. All students are expected to pass these formative tests. They can be attempted as many times as needed until a pass is achieved.
Indicative reading: A full e-reading list will be available. Indicative general readings include:
1 Flyvbjerg, B. (2001) Making social science matter: Why social inquiry fails and how it can succeed again. Cambridge: Cambridge University Press
2 Geortz, Gary and Mahoney, James (2012). A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton University Press.
3 Gerring, John (2012, 2nd edition). Social Science Methodology: A Unified Framework. Cambridge University Press.
4 Hancké, Bob. 2009. Intelligent Research Design. Oxford: Oxford University Press;
5 Hennink, M. et al (2011) Qualitative Research Methods. London; Thousand Oaks, CA: SAGE
6 Kirkwood, B. R., & Sterne, J. A. C. (2003) Essential medical statistics. 2003. Malden: Blackwell
7 King, Gary et al 1994. Designing Social Inquiry. Princeton: Princeton University Press;
8 Sayer, A. (1992) Method in social science: A realist approach. London: Routledge
9 Seale, Clive (ed.) (2004). Social Research Methods: A Reader. Routledge
10 Trochim, William and Donnelly, James (2008, 3rd edition). The Research Methods Knowledge Base. Atomic Dog.
11 Bowleing, A. Research methods in health. Open University Press
Assessment: Research proposal (80%) and presentation (20%) in the LT.

SA4V8 Half Unit
MPA Policy Paper

This information is for the 2017/18 session.
Teacher responsible: Dr Babken Babajanian SAR.G.03
Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact and Master of Public Administration. This course is not available as an outside option.
Students may not take this course and an MPA Dissertation.
Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. MPA students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and

policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.
Teaching: 6 hours of seminars in the MT. 3 hours of seminars in the LT.
Teaching comprises six seminars in the MT and LT. These seminars provide academic and practical guidance on developing the policy paper topic and question; designing analytical framework; structuring and presenting policy analysis; and writing policy recommendations. The student's Academic Adviser will provide advice and guidance on this piece of work.
Formative coursework: A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted in the MT. Students may only change their topic thereafter with the agreement of their Academic Adviser. Students will be given feedback on their proposal.
Indicative reading: David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice, 5th ed. (Prentice Hall, 2010); Lisa Anderson, ed., Pursuing Truth, Exercising Power: Social Science and Public Policy in the Twenty-first Century (Columbia University Press, 2005); Edith Stokey and Richard Zeckhauser, A Primer for Policy Analysis (Norton, 1978); Anthony E. Boardman et al., Cost-Benefit Analysis, 4th ed. (Prentice Hall, 2010); William N. Dunn, Public Policy Analysis: An Introduction, 4th ed. (Pearson, 2008); Eugene Bardach, Practical Guide for Policy Analysis, 4th ed. (CQ Press, 2011); Alec Fisher, The Logic of Real Arguments (Cambridge University Press, 1988); Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979); Isabel Vogel, Review of the Use of 'Theory of Change' in International Development (DfID, 2012); Edward T. Jackson, Interrogating the Theory of Change: Evaluating Impact Investing where it Matters Most' (Journal of Sustainable Finance and Investment, vol. 3, No. 2, 95-110, 2013); Catherine Hakim, Research Design: Strategies and Choices in the Design of Social Policy, 2nd ed. (Routledge, 2000); Alan Bryman, Social Research Methods, 4th ed. (Oxford University Press, 2012); David Partington, Essential Skills for Management Research (Sage Publications, 2002); Patrick Dunleavy, Authoring a PhD (Palgrave Macmillan, 2003).
Assessment: Other (100%) in the ST.
6,000 word policy paper

SA4X6
Welfare Analysis and Measurement

This information is for the 2017/18 session.
Teacher responsible: Prof Stephen Jenkins OLD2.29 and Dr Berkay Ozcan OLD2.32
Availability: This course is compulsory on the MPA in Public and Social Policy. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Social Impact, MSc in Inequalities and Social Science, MSc in International Health Policy, MSc in International Health Policy (Health Economics), MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: The course has no formal pre-requisites. Because much of the empirical evidence referred to in the course is quantitative in nature, a familiarity with basic statistical concepts and basic calculus is useful but not essential. (These topics are reviewed during the pre-sessional course of the MPA programme EC408.)
Course content: This course provides an introduction to the analysis and measurement of the welfare of individuals and societies, examining concepts, measurement and data, as well as providing illustrations. The aims are to provide an understanding of the main tools used to measure and monitor individuals and social welfare, and to develop skills for assessing academic research and official statistics (as produced by national or international agencies) and for undertaking one's own analysis. The first half of the course focuses on univariate monetary measures of economic wellbeing notably 'income', and on the experience of OECD countries (especially the UK, EU, and USA), but the aim is also to place these in the context of developments based on other approaches and in other countries including middle- and low-income nations. The topics covered include measurement of inequality, poverty, and mobility; setting poverty thresholds and equivalence scales; data sources and their quality; empirical illustrations considering assessments of trends within countries, cross-national differences, and global poverty and inequality. The second half of the course broadens the perspective to consider a range of non-monetary, multidimensional, and subjective measures of welfare for individuals and societies. Examples include occupational and socio-economic status (SES), anthropometric measures, the Human Development Index and related indices of development, and measures of happiness and life satisfaction.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.
The course provides a reading week in Week 6 of Michaelmas and Lent Terms.
Indicative reading: Most of the reading for the course is in journal articles. Books providing overviews include Salverda W, Nolan B, Smeeding TM (eds) The Oxford Handbook on Economic Inequality (2009); and Atkinson A and Bourguignon F (eds) Handbook of Income Distribution Volume 2 (2015) and the earlier Volume 1 (2000). A full reading list is distributed at the beginning of the course.
Assessment: Exam (75%, duration: 3 hours, reading time: 10 minutes) in the main exam period.
Essay (25%, 2000 words) in the LT.

SO407
Politics and Society

This information is for the 2017/18 session.
Teacher responsible: Dr Robin Archer STC.S114a
Availability: This course is compulsory on the MSc in Political Sociology. This course is available on the MSc in Social Research Methods, MSc in Sociology and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course aims to explore some of the great debates about the relationship between politics and society. It will examine the interaction between political institutions, economic interests and cultural ideas, especially in societies that are both democratic and capitalist. The course will explores some of the classic empirical and historical controversies that have animated political sociologists. Each week, we will discuss questions like: What gave rise to states and nations? Why are some social movements more successful than others? How does social change shape parties and elections? Do repressive states give rise to radicalism? Why are welfare states more developed in some countries than others? Why is there no Labor Party in the United States? Under what conditions does democracy develop? What explains the growth of populism? And has neo-liberalism become hegemonic? The course will also look at the canonical writings of of authors like Marx, Weber and Tocqueville, as well as critically explore the use of some political concepts. In addition, it will enable you to build up your knowledge of a number of countries and to assess the strengths and weaknesses of some of the main theories and approaches that have dominated the study of

political sociology. These include functionalist, rational choice, and institutionalist theories, as well as historical and comparative approaches.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.
Reading weeks: week 6 MT and week 6 LT. Seminars: Papers will be presented by participants and, on occasion, by guest speakers. In addition to the weekly seminar, there will be a number of additional seminars specifically concerned with research strategies in political sociology. If possible, students should attend the lecture course SO203 Political Sociology when available.
Formative coursework: Members of the seminar will be required to present a number of papers during the course of the seminar. There will also be a termly essay in MT and LT.
Indicative reading: B. Anderson. Imagined Communities; R. Archer, Why is There No Labour Party in the United States?; M. McQuarrie et al, Democratizing Inequalities; P Evans et al, Bringing the State Back In; S M Lipset, 'The Social Requisites of Democracy Revisited', American Sociological Review, vol 59; S Lukes, Power: A Radical View; D McAdam, Comparative Perspectives on Social Movements; M Mann, The Sources of Social Power; M Olson, The Logic of Collective Action; T Skocpol, Protecting Soldiers and Mothers; C. Tilly, Coercion,Capital and European States; L. Weiss, The Myth of the Powerless State.
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (30%, 3000 words) in the ST.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Thursday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Attendance at all seminars and submission of all set coursework is required.

SO424
Approaches to Human Rights

This information is for the 2017/18 session.
Teacher responsible: Prof Chetan Bhatt STC.S107 and Dr Ayca Cubukcu STC.S113
Availability: This course is compulsory on the MSc in Human Rights. This course is available on the MSc in Women, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is capped but a limited number of places are usually available to students from outside the MSc in Human Rights who wish to take this as an option. Priority is given to postgraduate students in the Sociology Department and those registered on the LLM. The course is also available as an outside option for other MSc degrees where regulations and numbers permit. Students from other programmes who wish to apply for a place on SO424 must complete the online application form on LSEforYou stating reasons for wishing to take the course.
Course content: This is a multi-disciplinary course that provides students with a rigorous and focused engagement with different disciplinary perspectives on the subject of human rights including philosophy, sociology and international law. It provides students with contending interpretations of human rights as an idea and practice from the different standpoints that the disciplines present and investigates the particular knowledge claims and modes of reasoning that the respective disciplines engage. The course applies the insights of international law, philosophy and sociology to understand key human rights issues such as universality, the right to life, free speech, humanitarian intervention, war, genocide, human rights activism, globalization, and states of emergency.
Teaching: 10 hours of lectures and 18 hours of seminars in the MT. 10 hours of lectures and 20 hours of seminars in the LT. 2 hours of seminars in the ST
Reading weeks: week 6 MT and week 6 LT.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 essay in the LT.
Active participation in the workshops is expected and students will be asked to make a presentation to their group.
Indicative reading: Indicative reading: No one book covers the entire syllabus and students are expected to read widely from more general texts on human rights, to more specific texts outlining the debates on human rights from a particular disciplinary perspective. Introductory reading: Jack Donnelly, Universal Human Rights in Theory and Practice; Michael Freeman, Human Rights; Philip Alston and Ryan Goodman, International Human Rights (2013). Philosophy: P. Jones, Rights, (1994); A. Swift, Political Philosophy: A Beginners' Guide for Students and Politicians, (2006). International Law: A. Cassese, International Law, 2nd ed. (2005), chapter 19; P. Sieghart, The Lawful Rights of Mankind (1985), S.Greer, The European Convention on Human Rights - Achievements, Problems and Prospects, Cambridge University Press, 2007.
Sociology: L. Morris, Rights: Sociological Perspectives (2006); B. Turner, Vulnerability and Human Rights (2006); A. Woodiwiss, Human Rights (2005).
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Essay (30%, 3000 words) in the ST.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, STC S116, no later than 16:30 on the first Tuesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO425
Regulation, Risk and Economic Life

This information is for the 2017/18 session.
Teacher responsible: Dr Leon Wansleben STC S208 and Prof Bridget Hutter STC S217
Availability: This course is compulsory on the MSc in Economy, Risk and Society . This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MPhil/PhD in Accounting, MSc in Culture and Society, MSc in Environmental Policy and Regulation, MSc in Political Sociology, MSc in Regulation, MSc in Risk and Finance, MSc in Sociology, MSc in Sociology (Research) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course introduces students to sociological perspectives on economic life and risk regulation in advanced industrial societies. Topics include economic sociology, state risk regulation including regulatory variations, enforcement and business responses, economic and civil society sources of regulation, organizational risk management, science, experts and risk regulation, globalization, and trends in risk regulation. The course will draw upon a broad international literature on social and economic regulation and case studies from the environmental, financial and public health domains.
Teaching: 25 hours of seminars in the MT. 25 hours of seminars in the LT. 5 hours of seminars in the ST.
Reading weeks: week 6 MT and week 6 LT.
Indicative reading: Aspers, P & Dodd, N (eds) (2015) Re-Imagining Economic Sociology (Oxford University Press); Beck, U. (1999) World Risk Society. Cambridge: Polity; Beckert, J (2002) Beyond the Market: the Social Foundations of Economic Efficiency Princeton University Press; Bernstein, P L (1996) Against the Gods: The Remarkable Story of Risk (Princeton University Press); Dodd, N (2014) The Social Life of Money (Princeton University Press); Hutter, B.M.. (ed) (2010) Anticipating Risks and Organizing Risk Regulation, Cambridge University Press; Smesler, N. & Swedberg, R. (eds) (2005) The Handbook of Economic Sociology; Swedberg,

R. (2003) Principles of Economic Sociology Princeton University Press.
Assessment: Exam (70%, duration: 3 hours) in the main exam period.
Project (30%, 3000 words) in the ST.
Two hard copies of the assessed project, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Wednesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Attendance at all seminars and submission of all set coursework is required.

SO426 Half Unit
Classical Social Thought

This information is for the 2017/18 session.
Teacher responsible: Dr Rebecca Elliott - STC S211
Availability: This course is available on the MSc in Culture and Society, MSc in Political Sociology, MSc in Sociology, MSc in Sociology (Contemporary Social Thought) and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: A review of classical social theory. The origins and development of classical sociological theory; exploring the work of Marx, Weber, Simmel and Durkheim through a close reading and interpretation of primary tests. It is not assumed that students have a basic grounding in classical social theory, although it is expected that students who register for this course will be prepared to develop their understanding through primary readings, and not rely on textbooks.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Reading week: week 6 (MT)
Formative coursework: 1000-word formative memo, due in Week 6 of MT.
Indicative reading: Relevant books that provide an overview include: A Callinicos, Social Theory; N Dodd, Social Theory and Modernity; A Giddens, Capitalism and Modern Social Theory; G Ritzer, Sociological Theory. The reading list for each seminar will be divided up into essential and additional reading. Students will be asked to read between 50 and 100 pages of primary text per week. The following is a sample list of readings: Marx, K: The Communist Manifesto & Capital (sections of vols 1 & 3); Weber, M: The Protestant Ethic and the Spirit of Capitalism & 'Science as a Vocation'; Simmel, G: The Philosophy of Money (various sections) & various essays such as 'The Metropolis and Mental Life', 'The Stranger', etc.; Durkheim, E: The Division of Labour in Society & The Elementary Forms of the Religious Life (various sections from each).
Assessment: Essay (90%, 3000 words) in the LT.
Other (10%).
The other assessment will be a summative seminar plan and presentation, in pairs, due throughout MT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day. Attendance at all seminars and submission of all set coursework is required.

SO427 Half Unit
Modern Social Thought

This information is for the 2017/18 session.
Teacher responsible: Prof Nigel Dodd STC S106
Availability: This course is available on the MSc in Political Sociology, MSc in Sociology, MSc in Sociology (Contemporary Social Thought) and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: Contemporary social theory. An introduction to the historical background, context and output of Walter Benjamin, Theodor Adorno, Michel Foucault, and Jean Baudrillard, and a close reading and study of some of their most significant texts.
Teaching: 20 hours of seminars in the LT.
Reading week: week 6 (LT)
Formative coursework: One formative essay in LT
Indicative reading: The following is merely a sample list of some of the texts to be covered: Benjamin, W: 'Theses on the philosophy of history' & The Arcades Project (Section N); Adorno, T: 'Theses against Occultism' & Negative Dialectics (various sections); Foucault, M: The History of Madness & The Order of Things (various sections); Baudrillard, J: Symbolic Exchange and Death (mainly chapter 5) & The Spirit of Terrorism. A number of secondary readings will be recommended, but students will be strongly discouraged from relying on these.
Assessment: Essay (100%, 5000 words) in the ST.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office S116, no later than 16:30 on the first Tuesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO430 Half Unit Not available in 2017/18
Economic Sociology

This information is for the 2017/18 session.
Teacher responsible: Teacher TBC
Availability: This course is available on the MSc in Economy, Risk and Society , MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course offers a general introduction to the theoretical foundations of economic sociology, providing an opportunity to understand how sociologists engage with the study of complex socioeconomic issues.
Topics covered in the course include: critical approaches to economy and society; economic rationality; the sociology of economics; social capital; new economic sociology; economic conventions; changing forms of production and work; new economies; economic identities and divisions; markets and values.
Teaching: 10 hours of lectures and 20 hours of seminars in the LT.
Formative coursework: A project overview due in week 7 of LT. Individual feedback sessions in office hours provided to check student project development.
Indicative reading: Recommended general texts: M Granovetter & R Swedberg (Eds), The Sociology of Economic Life; D Slater & F Tonkiss, Market Society: Markets and Modern Social Theory; N Smelser & R Swedberg (Eds), The Handbook of Economic Sociology; P Edwards & J Wajcman, The Politics of Working Life; V Nee & R Swedberg (Eds), The Economic Sociology of Capitalism. A detailed reading list will be provided at the beginning of the course.
Assessment: Project (100%, 4000 words) in the ST.
Two hard copies of the assessed project, with submission sheets attached to each, to be handed in to the Administration Office, S200, no later than 16:30 on the second Wednesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Attendance at all workshop sessions and submission of all set coursework is required.

SO434
Cultural Theory and Cultural Forms

This information is for the 2017/18 session.
Teacher responsible: Dr Donald Slater STC S310
Availability: This course is compulsory on the MSc in Culture and Society. This course is available as an outside option to students on other programmes where regulations permit.
Course content: Cultural Theory and Cultural Forms is the core course for the MSc Culture and Society. The aim is to introduce you to a wide range of approaches, debates and issues that loom large in the study of cultural behaviour. By the end of this course you should feel you have a reasonable map of different aspects and approaches to researching cultural processes; and you should feel able to formulate your own research questions and strategies within the diverse traditions of the culture theory and cultural research.
In Term 1 we introduce the diverse approaches to cultural theory and the central debates that have structured the field, with particular attention to the ways in which these link to central sociological themes. The second focuses on understanding the production and consumption of culture, and on connecting cultural theory to empirical research.
Teaching: 10 hours of lectures and 20 hours of seminars in the MT. 10 hours of lectures and 20 hours of seminars in the LT. Reading weeks: week 6 (MT) and week 6 (LT)
Formative coursework: All students are expected to submit one piece of non-assessed written work per term and prepare seminar presentations.
Indicative reading: Becker, Howard S. 1982. Art Worlds. Berkeley: University of California Press. Bourdieu, P. 1984. Distinction: A Social Critique of the Judgment of Taste. London: Routledge. Butler, J (1998) Merely Cultural. New Left Review. Hall, S. (1992) `New Ethnicities' in Donald, J and Rattansi, A (eds.) (1992) "Race", Culture, Difference, London: Routledge. Hoggart, R.. 1998 [1957]. The Uses of Literacy. New Brunswick: Transaction Publishers. McGuigan, J. (2010) Cultural Analysis. London: Sage. McRobbie, A. (2005) The Uses of Cultural Studies. London: Sage. Oswell, D. (2006) Culture and Society. London: Sage. Walton, D. (2012) Doing Cultural Theory. London: Sage
Assessment: Essay (50%, 5000 words) in the LT.
Essay (50%, 5000 words) in the ST.
Two hard copies of each assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the submission day. The first essay is due by the second Thursday of Lent Term and the second essay is due by the second Thursday of Summer Term. An additional copy of each essay is to be uploaded to Moodle no later than 18:00 on the same day each essay is due.
Attendance at all seminars and submission of all set coursework is required.

SO448
City Design: Research Studio

This information is for the 2017/18 session.
Teacher responsible: Dr Suzanne Hall STC.S212
Availability: This course is compulsory on the MSc in City Design and Social Science. This course is not available as an outside option.
Course content: The City Design Research Studio is the central unit of the MSc programme, linking the critical issues raised in the core and optional lecture courses, including questions of power and social justice, with the practical analysis of issues of city design and proposals for urban intervention. This course promotes a practical understanding of the city as a social and built environment. Through a mixed-methods engagement with site-based issues, the research studio explores the different ways city design relates to policy formation, planning processes, legal frameworks, financing mechanisms, local forms of organisation and the emerging needs of complex urban societies. It will provide students with an appreciation of the complexities of urban design and development processes, and with interdisciplinary tools for addressing specific urban challenges. The course addresses design as both informed and imaginative modes of research and practice that shapes urban environments, responds to urban problems, and connects visual, social and material dimensions of the city. It aims to integrate the physical, economic, social and political aspects of urban contexts, and develop ways to analyse these visually, textually and verbally. The studio-based approach to learning is an immersion in site-based research and experimental, strategic and pragmatic forms of design intervention. The course comprises of group based fieldwork in a London site, followed by an international fieldtrip.
Teaching: The Studio course runs for one full day each teaching week in MT and LT through lectures, workshops and regular small-group tutorials; additional specialist seminars and workshops are scheduled throughout the Studio course. Studio groups are expected to work together during the scheduled Studio hours, and prepare collectively for regular workshops and tutorials. In MT, the Studio course focuses on methods and approaches of social and spatial research and analysis. In the first four weeks of LT, Studio groups work intensively on a detailed analysis of a specific urban context, and develop a practical proposal for intervention in that site. The last six weeks of LT comprise of an international field trip, and individual work on a related written assignment.
Formative coursework: Group presentations for faculty and guest critics. 1 x research presentation and site analysis. (MT)
Assessment: Other (50%), other (25%) and other (25%).
The assessment consists of:
One Studio group submission (6000 words, 50%)
Individual tutor assessment based on contribution to Studio group work (25%)
Individual field trip assignment (3000 words, 25%)
Two copies of the Studio group submission, with submission sheets attached to each, to be submitted to the Administration Office, STC S116, no later than 16:30 on the fifth Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day. Two hard copies of the individual field trip assignment, with submission sheets attached to each, to be submitted to the Administration Office, STC S116, no later than 16:30 on the eleventh Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO449
Independent Project

This information is for the 2017/18 session.
Teacher responsible: Dr Suzanne Hall STC.S212
Availability: This course is compulsory on the MSc in City Design and Social Science. This course is not available as an outside option.
Course content: The independent project enables students to develop an original and extended piece of work on any approved topic within the field of the MSc programme - students are encouraged, but not required, to develop work on themes or sites introduced in their Studio or core courses. The project may focus on a small-scale urban research study or on a practical proposal for urban intervention. Approval for the topic must be obtained from your academic advisor.
Teaching: In LT students attend a project workshop and then submit a provisional project abstract; academic advisors for the independent project are assigned on the basis of the abstract.
In ST, each student has regular supervisory meetings with their academic advisor, and one day of final group reviews with members of faculty. Students are also encouraged to consult with other members of faculty during regular office hours.
Formative coursework: Students are required to submit one project abstract, and to produce regular formative project work in consultation with their academic advisor.

Assessment: Project (100%, 10000 words) post-summer term.
Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:00 on the 22nd of August if you are a full-time student and in the subsequent year if you are a part-time student. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

SO451 Half Unit
Cities by Design

This information is for the 2017/18 session.
Teacher responsible: Dr Suzanne Hall STC.S212
Availability: This course is available on the MSc in City Design and Social Science, MSc in Sociology and MSc in Sociology (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
SO451 is a capped course and we can only accept 32 students. If you are not registered on the MSc City Design and Social Design please submit an e-mail to Suzanne Hall motivating your inclusion on the course, ONCE you have attended the first introductory lecture where we will be available to respond to individual questions.
Course content: The course examines the relationship between built form and its political, social and cultural relations in contemporary urban landscapes. By introducing students to established and emerging approaches to design, the course investigates how the design of our complex urban environments shapes and is shaped by the people who live in them, and the urgencies of time and place. The course focuses on current urban research across diverse urban contexts and attempts to reconcile the often complex inter-connections between urban theory, research, policy and practice. A range of contemporary cities form the base for the course, and these are explored through urban design milieu and architectures including: design as ideology, design as observation, and the architectures of infrastructure, evidence and insurgency.
Teaching: 10 hours of lectures and 20 hours of seminars in the MT.
Reading week: week 6
Formative coursework: Students will be expected to produce 1 essay in the MT.
Written feedback is given within two weeks of the essay submission, and in addition a writing seminar is incorporated in the course in preparation for the summative assessed essay.
Indicative reading: A detailed reading list will be distributed at the beginning of the course. We simultaneously engage with literatures by architects (as a broadly defined practice) and a range of social scientists. These include architects exploring new modes of practice and research, for example: Bremner, Burdett, Davis, Easterling, Hall, Hernandez, Lokko, King, Kurgan, Mehrotra and Weizmann, as well as social scientists exploring design and city space, for example: Datta, Hayden, Holston, Jacobs, Madden, Roy, Sennett, Scott, Simone, and Tonkiss.
Assessment: Essay (75%, 5000 words) in the LT.
Presentation (25%) in the MT.
An illustrated course essay of not more than 5,000 words to be submitted by 4pm on the first Tuesday of LT. Two hard copies of the assessed essay, with submission sheets attached to all copies, to be handed in to the Administration Office, S116. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.Attendance at seminars and submission of all set coursework is required.

SO454 Half Unit
Families and Inequalities

This information is for the 2017/18 session.
Teacher responsible: Dr Ursula Henz STC S100B
Availability: This course is available on the MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in Sociology and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course provides an introduction into selected issues of family sociology, focusing on families in contemporary Western societies. It explores inequalities within and between families and the role of families in reproducing social inequality. Major themes include: childhood; adolescence, partnership formation and dissolution, parenthood; gender roles and the division of paid and unpaid work; intergenerational transfers.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT.
Reading week: week 6.
Formative coursework: Essay (1,500 words) in the LT.
Indicative reading: A detailed reading list will be provided at the beginning of the course. General reading: J Treas, J Scott, M Richards (eds.) (2014) The Wiley Blackwell Companion to The Sociology of Families, Chichester, West Sussex: Wiley Blackwell. Selected recommended books: S Arber & C Attias-Donfut (2000) The Myth of Generational Conflict. The Family and State in Ageing Societies. London and New York: Routledge; B Fox (2009) When Couples Become Parents. The Creation of Gender in the Transition to Parenthood. Toronto: University of Toronto Press; A Hochschild, Arlie (2012) The Second Shift. Working Parents and the Revolution at Home. New York: Penguin; A Lareau (2011) Unequal Childhoods. Class, Race and Family Life. University of California Press: Berkeley, Los Angeles, London.
Assessment: Essay (100%, 5000 words) in the LT.
Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day. Attendance at all seminars and submission of all set coursework is required.

SO457 Half Unit Not available in 2017/18
Political Reconciliation

This information is for the 2017/18 session.
Teacher responsible: Dr Claire Moon STC S109
Availability: This course is available on the MSc in Human Rights, MSc in Political Sociology, MSc in Sociology and MSc in Sociology (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped.
Course content: The course introduces students to current issues in the field of transitional justice and historical injustice, and draws upon a range of examples from Africa, Latin America, post-communist Europe, Australia and the US. Topics include transitional justice as a field of practice and a field of knowledge; historical injustice - apologies and reparations; state crimes; retributive and restorative justice; perpetration; theology and therapy in reconciliation; memory and atrocity.The course explores the politics of reconciliation by identifying and examining its key themes, the practices and institutions in which it is embedded and the political subjects of reconciliation discourse. It is an interdisciplinary course that draws upon literature from sociology, law, political theory, anthropology and philosophy amongst others, in order to understand and interpret the wide social and political reach of reconciliation, as well as its limitations.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Reading week: week 6

Formative coursework: One formative essay to be returned in week seven of the MT (does not contribute towards the overall mark for the course).
Indicative reading: Hannah Arendt, Eichmann in Jerusalem: A Report on the Banality of Evil (Penguin Books, 1977); Penny Green and Tony Ward, State Crime: Governments, Violence and Corruption (London: Pluto Press, 2004); Priscilla Hayner, Unspeakable Truths: Confronting State Terror and Atrocity (Routledge, 2001); Michael Humphrey, The Politics of Atrocity and Reconciliation: From Terror to Trauma (Routledge, 2002); Karl Jaspers, The Question of German Guilt (Capricorn Books, 1961); Neil Kritz, Transitional Justice: How Emerging Democracies Reckon with Former Regimes (US Institute of Peace, 1995); Claire Moon, Narrating Political Reconciliation: South Africa's Truth and Reconciliation Commission (Lexington, 2008); Judith Shklar, Legalism: Law, Morals, and Political Trials (Harvard University Press, 1986); Nicholas Tavuchis & Mea Culpa, A Sociology of Apology and Reconciliation (Stanford University Press, 1991); Richard Wilson, The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State (Cambridge University Press, 2001).
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Essay (30%, 3000 words) in the LT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to Sara Ulfsparre, Centre for the Study of Human Rights,TW3.8.02, no later than 16:30 on the first Wednesday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Attendance at all seminars, completion of set readings and submission of set coursework is required.

SO458 Half Unit Not available in 2017/18
Gender and Societies

This information is for the 2017/18 session.
Teacher responsible: Dr Suki Ali STC S102
Availability: This course is available on the MSc in Gender, Policy and Inequalities, MSc in Political Sociology, MSc in Social Research Methods, MSc in Sociology and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: The course introduces theoretical debates and contemporary issues in the sociological study of gender. Topics include femininities/masculinities; sexualities; nation and family; work; education; violence; transnational feminism; politics, representation. NB topics may change slightly from year to year.
Teaching: 30 hours of seminars in the MT.
Reading week: week 6
Indicative reading: Narayan, U and Harding, S Decentering the centre: philosophy for a multicultural, postcolonial and feminist world Bloomington:Indiana University Press 2000; Butler, J Gender Trouble London and New York: Routledge 1992 and Bodies that Matter London and New York: Routledge1993 Marshall, B and Witz, A (eds) Engendering the Social: Feminist Encounters with Sociological Theory. Buckingham: Open University Press. 2004; Ahmed, S Differences That Matter: Feminist Theory and Postmodernism. Cambridge: Cambridge University Press 1999; Nicholoson, L (ed.) The Second Wave: A Reader in Feminist Theory. London and New York: Routledge 1997;. Abelove, et al, The Lesbian and Gay Studies Reader, Routledge, 1993; J Alexander & C T Mohanty, Feminist Genealogies, Colonial Legacies, Democratic Futures, New York, Routledge, 1997; Edwards and Wajcman The Politics of Working Life, Oxford: Oxford University Press 2005. A more detailed reading list will be provided at the beginning of the course.
Assessment: Essay (100%, 5000 words) in the LT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Attendance at all seminars and submission of all set coursework is required.

SO465 Half Unit
City-Making: the Politics of Urban Form

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Rode TW2 8.01K and Dr Savvas Verdis TW2.8.01.D
Availability: This course is available on the MSc in City Design and Social Science, MSc in Regional And Urban Planning Studies, MSc in Sociology (Research) and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This case study-led course provides a critical understanding of major urban development initiatives and programmes in international city contexts. It is designed for students with a particular interest in urban development practices and how these connect with broader political debates. It will introduce students to the following knowledge and skills:
- general understanding of political theories underlying urban development models
- ability to situate major urban development initiatives within different development cultures and socio-economic policy agendas
- understanding the role of public, private and third party actors and formal and informal urban development processes
- perspectives on decision making at the strategic, pre-design stage for urban development initiatives and ability to relate urban policy to spatial outcomes, operating at different scales
- knowledge of key evaluation approaches and analytic frameworks used in the analysis of proposed and existing urban developments
- understanding of how urban development objectives, phases and processes can be integrated and how policy making, economic development, urban planning, city design, architecture, and engineering are related.

The course content is based on contemporary projects and urban trends examined in the context of cities throughout the world. These range from policies such as congestion charging (London) and Progressive City Development (Medellin) to urban development trends such as extreme urbanism in Mumbai and privatist planning (Canary Wharf, London and Santa Fe, Mexico City). Such projects will be examined through critical frameworks that include utilitarianism, cost benefit analysis, social and environmental justice, citizenship theory and the capabilities approach. The course will focus on negotiation, politics, financing, appraisals and decision-making for cities by inviting practitioners, experts and policy makers to join individual sessions for presentations and debate. Seminars and assessed project work for the course will be based on the analysis of Development Strategies and City Design briefs.
Further information on the course can be found on: www.citymaking.com
Teaching: 10 hours of lectures and 20 hours of seminars in the LT.
Reading week: week 6.
Formative coursework: 1 x contribution to student debate OR 1 x critical statement following a guest lecture AND submission of a 1,000 word position statement.
Indicative reading: Fainstein, Susan S. (1999). Can we make Cities we want? In The Urban Moment, ed. Sophie Body-Gendrot and Robert Beauregard. Thousand Oaks: Sage. Kymlicka, Will. (2002). Contemporary Political Philosophy: An Introduction. 2nd ed. OUP Oxford. (Introduction). Burdett, Ricky and Rode, Philipp (2011) Living in the Urban Age. in Ricky Burdett and Deyan Sudjic (eds.). Living in the Endless City. The Urban Age Project by the London School of Economics and Deutsche Bank's Alfred Herrhausen Society. London. Phaidon Press. Kelman, Steven

(1981). Cost-Benefit Analysis: An Ethical Critique. AEI Journal on Government and Society Regulation (January/February 1981). Reprinted with permission of the American Enterprise Institute for Public Policy Research, Washington, D.C. (33—40). Sen, Amartya (1979). Equality of What? The Tanner Lecture on Human Values. Stanford University. 22 May 1979. Lecture. M. Watts (2009). Developmentalism, In: Rob Kitchin and Nigel Thrift, Editor(s)-in-Chief, International Encyclopedia of Human Geography, Elsevier, Oxford. (123-130). Porter M.E. (1995). The Competitive Advantage of the Inner City. Long Range Planning 28 (August): 132. Gwyther, G (2000) Social Capital and Communitarianism. Sociological Sites/ Sights, TASA Lecture 2000, Adelaide: Flinders University, December 6-8. Mouffe, C (2000). Deliberative Democracy or Agonistic Pluralism. Political Science Series. Institute for Advance Studies, Vienna. Robeyns, Ingrid. (2005). The Capability Approach: a theoretical survey. Journal of Human Development 6 (1). Giddens, Anthony (2009) The politics of climate change. Cambridge; Malden, MA. Polity. (Chapter 6: A return to planning?). Whitehead, Mark. Neoliberal Urban Environmentalism and the Adaptive City: Towards a Critical Urban Theory and Climate Change. Urban Studies 50, no. 7 (2013): 1348-67. Harvey, D. (1992). Social Justice, Postmodernism and the City. International Journal of Urban and Regional Research, 16: 588–601.
Assessment: Project (100%, 5000 words) in the ST.
Two hard copies of the project, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Wednesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO46 Half Unit
International Migration and Migrant Integration

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Mcgovern STC.S313
Availability: This course is available on the MSc in International Migration and Public Policy, MSc in Political Sociology, MSc in Sociology and MSc in Sociology (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Coverage of contemporary sociological perspectives on migrant integration including theories of international migration, immigration policy, labour market incorporation; welfare and social rights; 'assimilation' and social integration; multiculturalism; religion and ethnicity; and the second generation.
Teaching: 10 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of seminars in the ST.
Reading week: week 6.
Formative coursework: All students are expected to write two non-assessed pieces of work during the term.
Indicative reading: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: S. Castles and M. J. Miller (2013) The Age of Migration (5th edn); P. Kvisto and T. Faist (2010) Beyond A Border and A. Portes (2014) Immigrant America (4th edn). A more comprehensive bibliography will be available to students taking this course.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
Exam will be held during the Summer Term exam session.

SO469 Half Unit
Risk and Governance: A Sociological Approach

This information is for the 2017/18 session.
Teacher responsible: Prof Bridget Hutter STC.S102
Availability: This course is available on the MPA in European Policy-Making, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MPA in Social Impact, MSc in Accounting, Organisations and Institutions, MSc in Culture and Society, MSc in Economy, Risk and Society , MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Political Sociology, MSc in Regulation, MSc in Risk and Finance, MSc in Sociology, MSc in Sociology (Research) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course aims to give students an advanced understanding of the various ways in which risk is governed in modern societies and an appreciation of the complexities of different levels of risk governance.
It will consider three main areas. First, state based risk governance regimes; second, risk governance beyond the state; and third transnational risk governance. The topics under consideration include a critical discussion of what is regarded as risk evidence and the role of experts in policy making; how state regulators incorporate risk based approaches into their governance regimes; the role of insurance companies and other business organizations in risk governance; the role of the public; and attempts to governance risks which traverse national borders. The course will draw on examples from a variety of domains including the environment, finance, biotechnology and food.
Teaching: 25 hours of seminars in the MT.
Reading week: week 6.
Formative coursework: Students should hand in one 2,000 word formative essay.
Indicative reading: Cashore, Ben. 2002. Legitimacy and the Privatization of Environmental Governance: How Non-State Market-Driven (NSMD) Governance Systems Gain Rule-Making Authority. Governance 15(4), 503-529; Ericson, R.V., Doyle, A. and Barry, D. (2003) Insurance as Governance University of Toronto Press. Hood, C., Rothstein, H. and Baldwin, R. (2001) The Government of Risk. Oxford: Oxford University Press. Hutter, BM (2010) (ed) Anticipating Risk Cambridge University Press. Renn, O. (2008) Risk Governance. London (Earthscan) Chapters 1 and 9.
Assessment: Essay (100%, 5000 words) in the LT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO470 Half Unit
The Sociology of Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Leon Wansleben STC S208
Availability: This course is available on the MSc in Economy, Risk and Society , MSc in Political Sociology, MSc in Sociology, MSc in Sociology (Economic Sociology and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course offers an introduction to the sociology of markets. We will look at this topic from two different sides: On the one hand, we will explore different theoretical issues in economic sociology, such as market structure, valuation, and the role of the state. Here, the underlying question is what sociology can contribute to a theoretical understanding of markets. On the other hand, we will explore particular case studies, such as illegal markets or markets for fine art; students will get the chance to study one of these cases in-depth. By the end of the course, students will be versed in the sociological and larger debates about markets, and they will be equipped to contribute to these debate with small, innovative case studies.
Teaching: 10 hours of lectures and 15 hours of seminars in the LT.
Reading week: week 6.
Formative coursework: A 1500 word essay is required.
Indicative reading: Recommended texts: Callon, Michel. 1998.

The laws of the markets. Blackwell Publishers: Oxford; Fligstein, Neil. 2001. The Architecture of Markets. An Economic Sociology of Twenty-First-Century Capitalist Societies. Princeton, NJ a.o.: Princeton University Press; Granovetter, Mark. 1995[1974]. Getting a Job: a Study of Contacts and Careers. Chicago; London: Chicago University Press; Krippner, Greta R. 2002. "The elusive market: Embeddedness and the paradigm of economic sociology." Theory and Society 30:775-810; Swedberg, Richard. 2003. Principles of Economic Sociology. Princeton, N.J.: Princeton University Press.
Assessment: Essay (100%, 5000 words) in the ST.
Assessment will consist of an essay analysis of two case studies along with the submission of a portfolio (100%).
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Wednesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Attendance at all workshop sessions and submission of all set coursework is required.

SO471 Half Unit Not available in 2017/18
Technology, Power and Culture

This information is for the 2017/18 session.
Teacher responsible: Prof Judy Wajcman STC S203
Availability: This course is available on the MSc in Culture and Society, MSc in Media and Communications (Data and Society), MSc in Political Sociology, MSc in Sociology and MSc in Sociology (Contemporary Social Thought). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course aims to give students a detailed understanding of sociologically informed approaches to the social studies of science and technology. It will consider how macro theories of post-industrial society (from Bell to Castells) have conceptualised the role of technology in social change. It will then look at the development of STS as a field that highlights the constitutive role of objects and artefacts in social relations. In other words, it will reflect upon sociology's traditional neglect of the social life of things or materiality. These broad themes will then be elaborated substantively. First, by considering the role of technology in reconfiguring time, space and mobility. Second, by considering power relations and social inequalities embedded in digital technologies, such as the Internet and mobile phones. Third, by treating technology as a culture that shapes gender identities, such as those that find expression in the virtuality of cyberspace. The course will draw on examples from a variety of domains including the environment, the internet, robotics, sex, and weapons.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Hackett, E. et al (2008) The Handbook of Science and Technology Studies (MIT Press). MacKenzie, D. and Wajcman J. (1999) The Social Shaping of Technology (MIT Press). Suchman, L. (2007) Human-Machine Configurations (CUP). Turkle, S. (2011) Alone Together (Basic Books). Wajcman, J. (2004) TechnoFeminism (Polity Press). Morozov, E. (2013) To Save Everything, Click Here: Technology, Solutionism and the Urge to Fix Problems That Don't Exist (Allen Lane)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

SO473 Half Unit
Crime, Control and the City

This information is for the 2017/18 session.
Teacher responsible: Dr Janet Foster
Availability: This course is available on the MSc in City Design and Social Science, MSc in Criminal Justice Policy, MSc in Regional And Urban Planning Studies, MSc in Social Research Methods, MSc in Sociology and MSc in Sociology (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This half unit course examines crime and disorder in city landscapes, the relationship between crime, space and place, and the complex mix of informal and formal social controls that influence different types and levels of crime. Drawing on a range of comparative literature from different cities, and using a mixture of classic and contemporary texts, we examine the importance of informal social control in maintaining social order in cities, the role of policing, and what happens when formal and informal social controls fail using the riots, gangs and homicide as examples. We also explore the principles of crime prevention – both physical and social – and use public housing as a case study to critically examine the relationship between crime and design.
Teaching: 20 hours of seminars in the LT.
Reading week: week 6.
Indicative reading: Body-Gendrot (2012) Globalization, Fear and Insecurity (Palgrave Macmillan); Bottoms, A (2012) 'Developing socio-spatial criminology' in Maguire M et al (eds.) The Oxford Handbook of Criminology (5th edn.); Cochrane, A and Talbot, D (eds.) (2008) Security: Welfare, Crime and Society (Open University Press); Evans, K (2011) Crime Prevention: a critical introduction (Sage); Felson, M and Boba, R. (2010) Crime and Everyday Life (Sage); Graham, P. & Clarke, J. (2001) 'Dangerous Places: Crime and the City' in Muncie, J. & McLaughlin, E. (eds.) The Problem of Crime 2nd ed. (Sage); Le Gates R & Stout F (2011) The City Reader (Routledge); Mooney, G and Neal, S (eds.) (2009) Community: Welfare, Crime and Society (Open University Press); Pile, S. et al. (eds.) (1999) Unruly Cities (Routledge); Pitts, J (2008) Reluctant Gangsters: the changing face of youth crime (Willan); Wacquant, L (2008) Urban Outcasts: A Comparative Sociology of Advanced Marginality (Polity Press); Zukin, S (2010) Naked City: The Death and Life of Authentic Urban Places (Oxford University Press)
Assessment: Essay (100%, 5000 words) in the ST.
Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO475 Half Unit
Material Culture and Design

This information is for the 2017/18 session.
Teacher responsible: Dr Donald Slater STC S310
Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy, Risk and Society , MSc in Sociology, MSc in Sociology (Contemporary Social Thought) and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course focuses on designed entities in everyday life, looking at the ways in which materials are configured into things, practices, spaces and forms, and at the assemblage of objects across production, design, consumption and use. Though aiming to produce expertise in specifically social science research, the course will bring together literatures and debates that cross the social sciences, humanities and science/technology, drawing particularly on actor-network theory, material culture studies, sociology of consumption, practice theory, urban and architectural studies, cultural theory and design studies. There will also be a strong emphasis on methodology: what tools are available to social scientists to investigate the emergent properties and impacts of designed objects. Case studies will be central to the teaching, developing theoretical and methodological strategies through a (changing) set of empirical cases that are likely to

include: digital objects (software, games); media objects; lights and lighting; fashion; domestic interiors.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT.
Reading week: week 6.
Formative coursework: One 2,500 essay applying a theoretical approach to a specific case study.
Indicative reading: Bijker, W. E. and J. Law (eds.) (1992) Shaping technology/building society: Studies in Sociotechnical change. Cambridge, MA: MIT Press. Frayling, C., E. King and H. Atkinson (2009) Design and popular entertainment. Manchester ; New York Lash, S. and C. Lury (2007) Global Culture Industry: the mediation of things. Cambridge: Polity Press. Latour, B. (2005) Reassembling the Social: An Introduction to Actor-Network-Theory. Oxford: Oxford University Press. Manovich, L. (2002) The language of new media. Cambridge, Mass. London: MIT. Miller, D. (2008) The Comfort of Things. Cambridge: Polity. Molotch, H. (2003) Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are. New York and London: Routledge. Shove, E., M. Hand, J. Ingram and M. Watson (eds.) (2007) The Design of Everyday Life. Oxford: Berg. Yaneva, A. (2009) The Making of a Building: A Pragmatist Approach to Architecture. Bern: Peter Lang.
Assessment: Essay (100%, 5000 words) in the LT.
Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO476
Researching Migration: research questions and research methods

This information is for the 2017/18 session.
Teacher responsible: Dr Patrick Mcgovern STC.S313
Availability: This course is compulsory on the MSc in International Migration and Public Policy. This course is not available as an outside option.
Course content: Having introduced the students to a range of possible research strategies, the students will be asked to prepare informal seminar presentations on their proposed research in the MT and LT. In addition, they will submit a one hundred word topic summary towards the end of the MT and a 400 word research proposal before the end of the LT. They will also prepare and deliver a formal presentation on their research for a workshop early in the ST. At each stage, participants will be encouraged to use feedback from the course convenors and fellow students to revise their research plans. A final proposal will be submitted after the ST workshop.
Teaching: Lectures 3 x 1 hour (3); Seminars 2 x 2 hours (4); Workshop 5 hours (5). Total 12 hours
Formative coursework: Students will be expected to produce 3 presentations in the MT, LT and ST.
Indicative reading: Bryman, A. (2008) Social Research Methods, H62 B91; Gilbert, N. (ed.) (2008) Researching Social Life H62 R 43; Hancke, R. (2009) Intelligent Research Design: A Guide for Beginning Students in the Social Sciences, H62 H23; Landman, T. (2007) Issues and Methods in Comparative Politics, JF51 L25; Silverman, D. (2002) Doing Qualitative Research: A Practical Handbook H62 S58.
Assessment: This course is not assessed.

SO477 Half Unit
Urban Social Theory

This information is for the 2017/18 session.
Teacher responsible: Dr David Madden STC S209
Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in International Migration and Public Policy, MSc in Sociology, MSc in Sociology (Contemporary Social Thought) and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course is a comprehensive introduction to urban social theory. The class will focus on major concepts, paradigms, texts and thinkers in order to critically assess different ways of theorising the urban. It will analyse various forms of urban theory including political economy, human ecology, phenomenology, feminism and postcolonialism, which are used as lenses through which to understand a variety of topics, such as socio-spatial restructuring, neoliberalisation, public space, globalisation, technocracy, infrastructural politics, multiculture, cosmopolitanism, the right to the city and planetary urbanisation.
Teaching: 20 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
Indicative reading: Engels, Friedrich. 1887 [1872]. The Housing Question. London: Cooperative Publishing Society of Foreign Workers. Park, Robert E., Ernest W. Burgess and Roderick D. McKenzie. 1967 (1925). The City. Chicago: University of Chicago Press. Castells, Manuel. 1977. The Urban Question. Cambridge, MA: MIT Press. Lefebvre, Henri. 1991 [1974]. The Production of Space. Donald Nicholson-Smith, trans. Oxford: Blackwell. Hayden, Dolores. 1988. "What Would a Non-Sexist City Be Like? Speculations on housing, urban design and work." Signs 5 (3): S170-S187. Young, Iris Marion. 2011 [1990]. "City Life and Difference." Pp 226-256 in Justice and the Politics of Difference. Princeton: Princeton University Press. Graham, Stephen and Simon Marvin. 2001. Splintering Urbanism: Networked infrastructures, technological mobilities and the urban condition. London: Routledge. Kohn, Margaret. 2004. Brave New Neighborhoods: The privatization of public space. London: Routledge. Simone, AbdouMaliq. 2005. For the City Yet to Come: Changing African life in four cities. Durham, NC: Duke University Press. Wacquant, Loïc. 2007. "Territorial Stigmatization in the Age of Advanced Marginality." Thesis Eleven 91: 66-77. Magnusson, Warren. 2011. Politics of Urbanism: Seeing like a city. New York: Routledge. Brenner, Neil. 2013. "Theses on Urbanization." Public Culture 25 (1): 85-114.
Assessment: Essay (80%, 5000 words), other (10%) and class participation (10%) in the LT.
The other assessment consists of weekly memos (10%) submitted via Moodle the evening before each class session during the LT.
Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO478
Social Scientific Analysis of Inequalities

This information is for the 2017/18 session.
Teacher responsible: Prof Diane Perrons TW1, 11.01G
Availability: This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.
Course content: The course will consider interdisciplinary approaches to inequality, focusing on (a) how inequality can be conceptualised and explained, (b) how it can be measured and (c) ethical and political issues. Topics to be covered include patterns and trends in economic inequalities; gender, ethnicity, class and

age; cultural aspects of inequality; social and intergenerational mobility; global and comparative perspectives; geographical and neighbourhood polarisation; health and educational inequalities; media representation of inequalities; ethical and philosophical approaches; the impact of government, law and social policy.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 15 hours of lectures and 15 hours of seminars in the LT. 3 hours of classes in the ST.
The course is taught in 20 x one-and-a-half hour lectures, plus 20 x one-and-a-half-hour seminars. It is divided into blocks of related lectures and linked seminars. The ST class is a revision class.
Formative coursework: Students will be expected to produce 1 essay in the MT and 1 mock exam in the LT.
Indicative reading: Anthony Atkinson - Inequality: What can be done? (Harvard University Press, 2015). David Grusky (ed) - Social Stratification; class, race and gender in sociological perspective, Westview. Branko Milanovic - Global Inequality: A New Approach for the Age of Globalization (2016). Hartley Dean and Lucinda Platt (eds), - Social Advantage and Disadvantage, Oxford, 2016
Assessment: Essay (30%, 3000 words) and presentation (20%) in the LT.
Take home exam (50%) in the ST.
The presentation will be from a group exercise in the LT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the International Inequalities Institute administration TW1 8th floor, no later than 16:30 on the submission day. The essay is due by the first day of LT. An additional copy of the essay is to be uploaded to Moodle no later than 18:00 on the same day the essay is due.

SO479 Half Unit
Human Rights and Postcolonial Theory

This information is for the 2017/18 session.
Teacher responsible: Dr Ayca Cubukcu STC.S113
Availability: This course is available on the MSc in Culture and Society, MSc in Global Europe: Culture and Conflict, MSc in Global Europe: Culture and Conflict (LSE & Sciences Po), MSc in Human Rights, MSc in International Migration and Public Policy, MSc in Political Sociology and MSc in Sociology (Contemporary Social Thought). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Drawing on postcolonial theory and critique, this course explores how human rights and international law came to be institutionalized in the context of European colonialism, and what the contemporary implications of this historical fact may be today. Engaging with the fields of socio-legal studies, intellectual history and social theory, the course also asks why, and with what consequences, human rights tend to monopolize the political language through which many social movements throughout the world articulate their desires for social and global justice.
Teaching: 25 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading: Antony Anghie, Imperialism, Sovereignty, and the Making of International Law (Cambridge: Cambridge University Press, 2005). Hannah Arendt, Eichmann In Jerusalem: A Report on the Banality of Evil (New York: Penguin Books Edition). Talal Asad, On Suicide Bombing (New York: Columbia University Pres, 2007). Brett Bowden, The Empire of Civilization: The Evolution of an Imperial Idea (Chicago: University of Chicago Press, 2009). Partha Chatterjee, The Black Hole Of Empire: History of a Global Practice of Power (Princeton UP, 2012). David Harvey, Cosmopolitanism and the Geographies of Freedom (New York: Columbia University Press, 2009). David Kennedy, The Dark Sides of Virtue: Reassessing International Humanitarianism (Princeton: Princeton University Press, 2005). Sven Lindqvist, "Exterminate All the Brutes": One Man's Odyssey into the Heart of Darkness and the Origins of European Genocide (New York: The New Press, 1996). Karuna Mantena, Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism (Princeton: Princeton University Press, 2010). Joseph Massad, Desiring Arabs (Chicago: University of Chicago Press, 2007). Mark Mazower, No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations (Princeton: Princeton University Press, 2009). Uday Mehta, Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought (Chicago: University of Chicago Press, 1999).
Assessment: Essay (90%, 5000 words) in the ST.
Class participation (10%) in the LT.
Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, STC S116, no later than 16:30 on the second Thursday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO480 Half Unit
Urban Inequalities

This information is for the 2017/18 session.
Teacher responsible: Prof Fran Tonkiss STC.S205
Availability: This course is available on the MSc in City Design and Social Science, MSc in Inequalities and Social Science, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course offers a critical introduction to key issues and processes in the study of contemporary urban inequalities. Recent urban analysis has highlighted the growing share of the global population that now lives in cities; this course puts such growth in the context of another major urban trend: deepening patterns of inequality in many cities across the world. It examines the continuing role of 'older' bases of urban inequality - access to land and property, gender inequity, ethnic and racial discrimination, legal exclusion and informality – as well as significant emerging patterns, including extreme concentrations of wealth at the top, middle-class stagnation, privatisation and spatial secession, immigration and insecurity. It also examines the complex of ways in which urban inequality is experienced, not only in terms of income or property, but also in consumption inequalities, inequities in access to housing, transport, urban services and legal protections, spatial disparities and environmental risks and injustices. The course considers the range of social, economic, environmental and political factors that shape, and also might help to address, urban inequality in these different contexts.
The course will:
- provide a critical introduction to current and emerging patterns of urban inequality
- consider the production of urban inequalities through social, economic, political and spatial processes
- explore common themes and critical differences across cities in developed and developing economies
- address key debates in a range of urban disciplines, and situate these in specific urban contexts and examples

Key themes
- Urban growth and the growth of inequality
- Wealth, income and inequality
- Spatial injustice: segregation and access
- Environment and inequities
- Informality and insecurity
- Social inequality in the city: gender, race and legal exclusions
- Governing inequality

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
1 x 2000-word essay
Indicative reading:
- Beall, J. and Fox, S. (2009) Cities and Development. London: Routledge.

- Brenner, N., Marcuse, P. and Mayer, M. (eds) 2012) Cities for People, Not for Profit: critical urban theory and the right to the city. London: Routledge.
- Davis, M. (2006) Planet of Slums. London: Verso.
- Goldsmith, W.J. and Blakeley, E. J. (2010) Separate Societies: Poverty and Inequality in U.S. Cities. Philadelphia, PA: Temple University Press, 2010.
- Graham, S. and Marvin, S. (2001) Splintering Urbanism: networked infrastructures, technological mobilities and the urban condition London: Routledge.
- Nightingale, G. (2012) Segregation: A Global History of Divided Cities. Chicago: University of Chicago Press.
- Roy, A. and AlSayyad, N. (eds) (2004) Urban Informality: transnational perspectives from the Middle East, Latin America, and South Asia. Lanham, MD.: Lexington Books.
- Soja, E. W. (2010) Seeking Spatial Justice. Minneapolis: University of Minnesota Press.
- Tannerfeldt, G. and Ljung. P. (2006) More Urban Less Poor: An Introduction to Urban Development and Management. London: Earthscan
- Wacquant, L. (2007) Urban Outcasts: a comparative sociology of advanced marginality. Cambridge: Polity.

Assessment: Essay (100%, 5000 words) in the ST.
Two hard copies of the project, with submission sheets attached to each, to be submitted to the Administration Office, STC S116, no later than 16:30 on the first Wednesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO481 Half Unit
Class, Politics and Culture

This information is for the 2017/18 session.
Teacher responsible: Dr Sam Friedman STC216
Availability: This course is available on the MSc in Culture and Society, MSc in Inequalities and Social Science, MSc in Political Sociology, MSc in Sociology, MSc in Sociology (Contemporary Social Thought) and MSc in Sociology (Research). This course is not available as an outside option.
Course content: The course will begin by introducing traditional theories of social class and stratification before going on to examine the history and political significance of class in Britain, and how this compares with other countries throughout the world. It will then look at the place of class in a contemporary political context, critically examining the claim made by some 'postmodern' writers, and prominent politicians, that class boundaries have been irrevocably eroded. The course will then move on to look at the seminal work of French sociologist Pierre Bourdieu and his supposition that class boundaries are most clearly discernible from examining people's cultural taste, with the privileged using their preferences for 'highbrow' culture as a means of expressing their superiority over the working classes, who tend to prefer more 'lowbrow' culture. We interrogate how these arguments relate today, where the lines between high and low culture are increasingly blurred, where strong cross-cultural differences persist between Europe and the U.S, and where new taste distinctions exist even in traditionally lowbrow art forms, such as comedy and pop music. We then take a more detailed look at class-based boundaries in taste and lifestyle. In particular, we focus on the way in which the middle classes demonise sections of the working class based on what they consider to be 'pathological' consumption choices – focusing in particular on the 'Chav' phenomenon in Britain. We go on to explore both the meaning and consequences of such overt class prejudice, both in Britain but also using research from the U.S, the Netherlands and other international contexts. Finally, the module will ask to what extent class boundaries are malleable? How easy is it for people to escape their backgrounds and move upward or downward in social space? This final section of the course thus looks at contemporary patterns of social mobility, examining the social benefits and challenges that mobility implies, increasing closure within global elites, and the rise of the middle classes in developing countries like China, Brazil and South Africa.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.
Reading week: week 6.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Alexander, P. (2013) Class in Soweto. Johannesburg: KZE Press. Bourdieu, P. (1984) Distinction: A Social Critique of the Judgment of Taste, Routledge: London. Crompton, R. (2008) Class and Stratification (Third Issue) Polity Press: Cambridge. Bennett, T., Savage, M., Silva, E., Warde, A., Gayo-Cal, M., Wright, D. (2009). Class, Culture, Distinction. London, Routledge. Skeggs, B. (2004) Class, Self, Culture, London and New York: Routledge. Bennett, T., Frow, J. and Emmison, M. (1999) Accounting for Tastes: Australian Everyday Cultures, Cambridge: Cambridge University Press. Atkinson W (2009) Class, Individualisation and Late Modernity: In Search of the Reflexive Worker. London: Palgrave. Lamont, M. (1992) Money, Morals, Manners: The Culture of the French and American Upper-Middle Class. Chicago: Chicago University Press. Sayer, A. (2005) The Moral Significance of Class, Cambridge: Cambridge University Press. Friedman, S. (2014) Comedy and Distinction: The Cultural Currency of a 'Good' Sense of Humour. Routledge. London. David Grusky (ed), Social Stratification: Class, Race and Gender in Sociological Perspective. Boulder, CO. Westview Press.
Assessment: Essay (100%, 5000 words) in the ST.
Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO482 Half Unit Not available in 2017/18
Topics in Race, Ethnicity and Postcolonial Studies

This information is for the 2017/18 session.
Teacher responsible: Dr Suki Ali STC S102
Availability: This course is compulsory on the MSc in Sociology (Research). This course is available on the MSc in Culture and Society, MSc in Human Rights, MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course offers students a broad exposure to issues in the theory of race, racism and ethnicity as well as an opportunity to consider a range of contemporary instances in which the social and political problems arising from these factors of division have been manifested. It will offer a preliminary genealogy of race thinking connecting historical and theoretical work with new scholarly debates over multi-culture, diversity, genomics, postcolonialism, and human rights.
Teaching: 20 hours of seminars in the MT.
Reading week: week 6. Seminar length may be extended to three hours each depending on student numbers.
Formative coursework: Students have the option of writing a 3,000 word paper in preparation for the assessed essay.
Indicative reading: Appiah, Anthony (1996) Color conscious: the political morality of race, Princeton, N.J, Princeton University press; Ballhatchet, Kenneth (1980) Sex, Race and Class under the Raj, Weidenfeld and Nicolson; Barber, Butler, Judith P (2004) Precarious life: the powers of mourning and violence London, Verso; Cabral, Amilcar (2000) Return To The Source, Monthly Review;London, Hurst & Co; Eze, Emanuel Chukwudi (2001) Achieving our humanity: the idea of the postracial future, London, Routledge; Fanon, Frantz (1967) Toward The African Revolution, Grove; Fredrickson, George M (2002) Racism: a short history, Princeton,

N.J, Princeton University Press; Jones, Greta (1980) Social Darwinism and English Thought, Harvester; Hannaford, Ivan (1996) Race: the history of an idea in the West, Washington, D.C. Woodrow Wilson Center Press; Haraway, Donna (1997) Modest¿Witness@ Second¿Millennium, FemaleMan¿Meets¿OncoMouse: feminism and technoscience, New York, Routledge; London, Routledge; Kuhl, Stefan (1994) The Nazi connection: eugenics, American racism and German national socialism, New York, Oxford University Press (N. Y.); Lorimer, Doug (1978) Colour, Class and The Victorians, Leicester University Press; Mamdani, Mahmood (2004) Good Muslim, bad Muslim: America, the Cold War, and the roots of terror, 1st ed New York, Pantheon Books; Poliakov, Léon (1974) The Aryan myth: a history of racist and nationalist ideas in Europe, London, Chatto and Windus; Schiebinger, Londa (1994) Nature's body: sexual politics and the making of modern science, London, Pandora; Tapper, Melbourne (1999) In the blood: sickle cell anemia and the politics of race, Critical histories. Philadelphia, University of Pennsylvania Press;

Assessment: Essay (100%, 5000 words) in the LT.

Attendance at all seminars and submission of all set coursework is required.

Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of LentTerm. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO483 Half Unit
Social Change Organizations

This information is for the 2017/18 session.

Teacher responsible: Dr Michael McQuarrie STC.S217a

Availability: This course is available on the MSc in City Design and Social Science, MSc in Human Rights, MSc in Political Sociology, MSc in Sociology and MSc in Sociology (Research). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The purpose of this class is to familiarise students with organisational sociology from the perspective of organisations other than firms or governments. Organisations are one of the primary tools society has for realising values and interests. However, organisations are not simply tools. They constrain and enable action for social change in a variety of ways and shape the outcomes of our efforts. Attempting to realise social change using organisations creates a set of dilemmas that must be managed and dealt with for efforts to be successful.

The course will focus on social movement organisations, NGOs, associations, cooperatives, communes, and the dilemmas that these organisations confront in attempting to realise their goal of a better society. The course will also familiarise students with the theoretical and analytical tools sociologists use to understand social change organisations.

Teaching: 20 hours of seminars in the LT.

The class format will be a combination of lectures, guest Q&A with leaders of social change organisations, and seminar discussion. Week 6 is a reading week.

Formative coursework: Formative coursework will consist of preparing and leading discussions, in-class analytical writing, and assignments meant to advance student work on the final essay.

Indicative reading: Katherine Chen, Enabling Creative Chaos. Monika Krause, The Good Project. Nina Eliasoph, Making Volunteers. James Ferguson, The Anti-Politics Machine. Timothy Mitchell, The Rule of Experts. David Graeber, The Democracy Project. Frances Fox Piven and Richard Cloward, Poor People's Movements. Charles Perrow, "A Society of Organizations". Elisabeth Clemens and Mary Bernstein, "The Multi-Institutional Perspective". V.I. Lenin "What is to be done?". Joreen, "The Tyranny of Structurelessness"

Assessment: Essay (100%, 4000 words) in the ST.

For their assessment students will complete an essay that does not exceed 4000 words in length. The essay will either be a review essay of the sociological literature on a topic related to social change organisations or an analysis of a social change organisation using the tools learned in the class.

Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the first Tuesday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO489 Half Unit
Family and Migration

This information is for the 2017/18 session.

Teacher responsible: Dr Ursula Henz STC.S100B

Availability: This course is available on the MSc in International Migration and Public Policy and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course examines the family life, family patterns and family relationships of contemporary migrant families in Great Britain and other societies. It applies three perspectives to migrant families: diversity, integration and transnationality. It examines variations in family life, patterns and relationships in migrant families; particular challenges that are associated with the migration of a family to a new country as well as transformations of family roles and intimacy in transnational families. After an overview over family forms in different cultures, the course explores selected substantive topics. Indicative topics are: migrant children and children left behind; marriage migration and transnational marriages; intermarriage and fertility as indicators of migrant integration; the roles of mother and father in immigrant and transnational families; migrant families and family care.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. Reading week in Week 6.

Formative coursework: Students will be expected to produce 1 essay in the LT.

Indicative reading: Kraler, Kofman, Kohli & Schmoll (eds.) (2011) Gender, Generations and the Family in International Migration; Baldassar & Baldock (2007) Families Caring Across Borders: Migration, Ageing and Transnational Caregiving. Beck & Beck-Gernsheim (2014): Distant Love; Ehrenreich & Hochschild (2004): Global Woman: Nannies, Maids, and Sex Workers in the New Economy; Dreby (2010): Divided by Borders. Mexican Migrants and Their Children; Foner (2009) Across Generations: Immigrant Families in America; Madianou & Miller (2011): Migration and New Media: Transnational Families and Polymedia; Parreñas (2005): Children of Global Migration;. Portes & Rumbaut (2001) Legacies: The Story of the Immigrant Second Generation

Assessment: Essay (80%, 4000 words) in the ST.

Class participation (20%).

Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:30 on the Wednesday of Week 2 in ST. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO493
MSc in Culture and Society Dissertation

This information is for the 2017/18 session.

Teacher responsible: Dr Don Slater STC S310

Availability: This course is compulsory on the MSc in Culture and Society. This course is not available as an outside option.

Course content: This workshop will guide students through the process of conducting an independent dissertation project in the MSc Culture & Society.

Teaching: 1 hour and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.
There will be two workshops during MT for ALL MSc students based in the Sociology department. These will one taught in conjunction with LSE Life and programme convenors, and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.'
Indicative reading: This is a workshop and has no specific reading list.
Assessment: Dissertation (100%, 10000 words) in August.
Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:00 on Thursday 16th of August 2018 if you are a full-time student and in the subsequent year if you are a part-time student. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

SO494
MSc in Political Sociology Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Robin Archer STC.S114a
Availability: This course is compulsory on the MSc in Political Sociology. This course is not available as an outside option.
These seminars are for students on the MSc Political Sociology only.
Course content: These seminars aim to help you to begin the process of writing your dissertation. At the end of MT we will have four seminars that aim to get students thinking at a meta-level about research in political sociology. The seminars can, of course, only address a small selection of approaches. Examples might include rational choice and institutionalist theories, or comparative and case study methods. But please note that the MSc in Political Sociology takes a pluralist approach and does not seek to prescribe these or any other particular theories or methods. In LT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods. Every student is required to make a formal presentation once during the term.
Teaching: 6 hours of seminars in the MT. 15 hours of workshops in the LT.
4 x 1.5 hours seminars in MT. 10 x 1.5 hours workshops in LT.
There will be two workshops during MT for ALL MSc students based in the Sociology department. These will one taught in conjunction with LSE Life and programme convenors, and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.'
Formative coursework: Students will be expected to produce 1 presentation in the LT.
Students will: (1) assess the strengths and weakness of selected theories and methods; (2) formulate a clearly specified research question and set out the rationale for researching this question and a proposed approach; and (3) give a presentation which develops one or two of the main arguments they anticipate will be important to their project.
Indicative reading: Donatella Della Porta and Michael Keating (2008), Approaches and Methods in the Social Sciences: a Pluralist Approach, Thomas Janoski et al, (2005), The Handbook of Political Sociology, James Mahoney and Dietrich Rueschemeyer (2003), Comparative Historical Analysis in the Social Sciences.
Assessment: Dissertation (100%, 10000 words) post-summer term.
Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:00 on Thursday 16th of August 2018 if you are a full-time student and in the subsequent year if you are a part-time student. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system

SO495
MSc in Economy, Risk and Society Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Leon Wansleben STC S208
Availability: This course is compulsory on the MSc in Economy, Risk and Society . This course is not available as an outside option.
Pre-requisites: Risk, Regulation and Economic Life (SO425)
Course content: The dissertation is an extended piece of written work that that is your own independent research investigation of a human rights issue or problem, undertaken with the guidance of your dissertation supervisor. In the dissertation, you will critically appraise evidence, arguments and debates to reach a conclusion your research question. The key requirement is that the dissertation should demonstrate a high level of independent critical ability. You must show your ability to organise your material clearly and logically and to sustain a reasoned and cogent argument from beginning to end. Where appropriate you should explain clearly the research method(s) that you have applied and the reasons for your choice of approach. You should show awareness of any shortcomings of your study in relation to methods employed and where relevant, quality or quantity of the data, and disciplinary approach.
Teaching: 2 hours of seminars in the MT. 2 hours of seminars in the LT. 2 hours of seminars in the ST.
There will be one Introductory lecture in MT for all MSc Economy, Risk and Society students, on the challenges and requirements of doing independent research for dissertation purposes, and different methodologies available for an interdisciplinary programme. The LT and ST sessions will cover fieldwork and research ethics. Students will work in smaller groups, in which they present and discuss possible research questions and strategies, along with preparing the dissertation and timeline.
There will be two workshops during MT for ALL MSc students based in the Sociology department. These will one taught in conjunction with LSE Life and programme convenors, and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.
Formative coursework: Students are required to submit two pieces of work; one topic proposal during MT, and a formal abstract at end of LT.
Indicative reading:
- Alan Bryman, Social Research Methods (Oxford: Oxford University Press, 2004)
- Clive Seale, The Quality of Qualitative Research (London: Sage, 1999)
- Clive Seale (ed), Researching Society and Culture (London: Sage, 2012)
- Howard Becker, Writing for Social Scientists (Chicago: University of Chicago, 1986)

Assessment: Dissertation (100%, 10000 words) post-summer term.
Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:00 on Thursday 16th of August 2018 if you are a full-time student and in the subsequent year if you are a part-time student. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

SO496
MSc in Human Rights Dissertation

This information is for the 2017/18 session.
Teacher responsible: Prof Chetan Bhatt STC.S107 and Dr Ayca Cubukcu STC.S113
The Programme Convenor is responsible for overseeing the Dissertation.
Availability: This course is compulsory on the MSc in Human Rights. This course is not available as an outside option.
This course is only available to MSc Human Rights students, and is a compulsory course for students on the programme.
Course content: The dissertation is an extended piece of written work that that is your own independent research investigation of a human rights issue or problem, undertaken with the guidance of your dissertation supervisor. In the dissertation, you will critically appraise evidence, arguments and debates to reach a conclusion your research question. The key requirement is that the dissertation should demonstrate a high level of independent critical ability. You must show your ability to organise your material clearly and logically and to sustain a reasoned and cogent argument from beginning to end. Where appropriate you should explain clearly the research method(s) that you have applied and the reasons for your choice of approach. You should show awareness of any shortcomings of your study in relation to methods employed and where relevant, quality or quantity of the data, and disciplinary approach.
Teaching: 2 hours of lectures in the MT. 3 hours of seminars in the LT. 2 hour of seminars in the ST
There will be one Introductory lecture in MT for all MSc Human Rights students, on the challenges and requirements of doing independent research for dissertation purposes, and different methodologies available for an inter-disciplinary programme. The Introductory session will also cover fieldwork and research ethics. This will be followed by 5 seminars/workshops in smaller groups, in which students present and discuss possible research questions and strategies, along with preparing dissertation proposal and timeline.
There will be two workshops during MT for ALL MSc students based in the Sociology department. These will one taught in conjunction with LSE Life and programme convenors, and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.'
Formative coursework: Students are required to submit a topic proposal at the end of MT and a fuller dissertation proposal at end of LT. During the seminars and in dissertation supervisions, students receive formative feedback on their ideas and research plans. The summative assessment is the submission of a completed dissertation in August.
Indicative reading: Alan Bryman, Social Research Methods (Oxford: Oxford University Press, 2004). Clive Seale, The Quality of Qualitative Research (London: Sage, 1999). Clive Seale (ed), Researching Society and Culture (London: Sage, 2012). Howard Becker, Writing for Social Scientists (Chicago: University of Chicago, 1986)
Assessment: Dissertation (100%, 10000 words) post-summer term.
Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Administration Office, STC S116, no later than 16:00 on Thursday 16 August 2018 if you are a full-time student and in the subsequent year if you are a part-time student. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

SO497
MSc in Inequalities and Social Science Dissertation

This information is for the 2017/18 session.
Teacher responsible: Prof Diane Perrons Tower 1, 11.01G
Availability: This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.
These seminars are for students on the MSc in Inequalities and Social Science only.
Course content: These seminars aim to help you to begin the process of writing your dissertation. At the end of MT we will have seminars that aim to get students thinking at a meta-level about research on inequalities and how to identify a good topic, including issues of theory, measurement and methods. Please note that the MSc in Inequalities and Social Science takes a pluralist approach and does not seek to prescribe these or any other particular theories or methods. In LT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods.
Teaching: 3 hours of seminars in the MT. 4 hours of seminars in the LT.
Formative coursework: A title, research proposal and annotated bibliography by the end of MT plus a presentation during the ST.
Indicative reading: Anand , S. (Ed) (2010) Debates on the Measurement of Global Poverty, Oxford: Oxford University Press. Atkinson, A.(2015), Inequality: what can be done?, Harvard UP. Back, Les and Solomos, John (2000), Theories of Race and Racism: A Reader, Routledge. Bourguignon, F. (2017) The Globalization of Inequality, Second Edition Pincton: Princeton University Press. Butler, Judith. [1990]2006. Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge. Collins, Patricia Hill. 2000. Black Feminist Thought. 2nd Edition. Boston: Unwin Hyman. Grusky, David and Szelenyi S ed. 2011. The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender . Westview Press. McKenzie, L. (2015) Getting By , Bristol: Policy Press. Piketty, Thomas (2014), Capital in the 21st century, Harvard UP. Wright, Erik O. (2005) Approaches to Class Analysis, Cambridge UP
Assessment: Dissertation (100%, 10000 words) post-summer term.
Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the International Inequalities Institute office TW1 8.01F no later than 16:00 on Thursday 16th August 2018 if you are a full-time student and in the subsequent year if you are a part-time student. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.
Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

SO499
MSc in Sociology Dissertation

This information is for the 2017/18 session.
Teacher responsible: Prof Nigel Dodd STC S106 and Dr Sam Friedman STC S216
Availability: This course is compulsory on the MSc in International Migration and Public Policy, MSc in Sociology, MSc in Sociology (Contemporary Social Thought) and MSc in Sociology (Research). This course is not available as an outside option.
Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Tutor.
Teaching: Dissertation Preparation
The candidate should confirm a working title and prepare a brief abstract for their intended dissertation (up to one A4 page, double-

spaced, including your name not your candidate number), which should be reviewed with their Academic Advisor no later than the Monday, week 8 of Lent Term. Along with the title and abstract the candidate and Academic Advisor should review and complete the Research Ethics Review Checklist by this same time. These abstracts are the basis for an MSc dissertation Workshop that is organised for each programme. Attendance at this workshop is optional but students are, of course, encouraged to attend.

Dissertation Particulars

The dissertation must be a report of a research project, whether it comprises primary empirical material, secondary empirical material or theoretical/exegetical work on a body of social thought: i.e. there must be an identifiable and clear research question governing the research project; there must be critical reflection on the methods used (including their limits and the reasons why they warrant the kinds of claims made); and substantive analysis of empirical or analytical material. Even where the topic is substantively a literature or policy-review exercise, candidates are expected to offer original reasoned argument and interpretation and to show evidence of a competence in research methods. Guidance on topic selection and methods will normally be provided by the candidate's tutor. The dissertation is primarily a reflection of the candidate's own work and so feedback will not be given on draft versions of the dissertation. The dissertation should reflect the candidate's own views.

There will be two workshops during MT for ALL MSc students based in the Sociology department. These will one taught in conjunction with LSE Life and programme convenors, and aim to provide some basic guidance about planning your dissertation, such as selecting a suitable topic, reviewing the existing literature, devising a research question and designing a research method.

Assessment: Dissertation (100%, 10000 words) post-summer term.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Administration Office, S116, no later than 16:00 on Thursday 16th of August 2018 if you are a full-time student and in the subsequent year if you are a part-time student. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

SO4A1 Half Unit

Governing Cities in an Urban Age: Challenges and Opportunities

This information is for the 2017/18 session.

Teacher responsible: Prof Richard Burdett TW2 8.01J and Prof Antony Travers CON6.06

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

This course is only available to students registered in the Executive MSc in Cities.

Course content: Governing Cities in an Urban Age is an intensive introduction to global urbanisation and the state of cities. The course explores different stages of urban development in cities and regions across the world. It provides students with an understanding of the key challenges facing both mature and rapidly-developing metropolitan areas. It will locate the key challenges facing large cities, notably the persistent levels of social inequality, poverty, unsustainable resource use and constraints to economic efficiency. The course introduces the key tools for intervention such as planning, governance and management of land and infrastructure in response to critical pressures linked to economic development, globalisation, migration, social inclusion, climate change, resource efficiency, and resilience. The key purpose of the course will be to give participants a comprehensive framework for understanding the challenges which cities are facing today.

Topics include: global urbanisation, development and design, urban change, population growth, urban productivity, urban expansion, urban sprawl, densification, intensification, sociability, urban governance, urban institutions, budgets and responsibilities.

Teaching: 7 hours and 30 minutes of lectures, 15 hours of seminars and 7 hours and 30 minutes of workshops in the MT.

The course will be taught over a period of one week in the MT.

Formative coursework: Students will be expected to produce 1 essay in the MT.

Submission of a 500 word non-assessed formative statement outlining the key political, environmental and socioeconomic challenges in the student's city that will shape the content of the 2,000 word assessed report.

Indicative reading: Angel, Shlomo (2011): Making Room for a Planet of Cities. Lincoln Institute of Land Policy. Barber, Benjamin R. (2013): If Mayors ruled the world: Dysfunctional Nations, Rising Cities. Yale University Press. Burdett, Ricky and Deyan Sudjic (2011): Living in the Endless City. Phaidon Press Ltd. London. Glaeser, E. (2011): Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier. Penguin Press. Travers, Tony (2004) The Politics of London Governing an Ungovernable City, Palgrave. Additional readings: Ackroyd, P. (2001) 'To Build A new' pp. 238-244, and 'Unreal City' pp. 771-76, in London: The Biography. London: Vintage. Fainstein, Susan, Gordon, Ian and Harloe, Michael (2011) Ups and downs in the global city: London and New York In the 21st century. In: Bridge, Gary and Watson, Sophie, (eds.) New Blackwell companion to the city. Wiley-Blackwell, Chichester, pp. 38-47. Gordon, I., Travers, T. (2010). "London: planning the ungovernable city" in City, culture and society, 1(2), pp. 49-55. Jacobs, Jane (1961): The death and life of great American cities. Random House.

Assessment: Essay (70%, 2000 words) and presentation (30%) in the MT.

A presentation and submission of a 2,000 word report in MT of how the student's city or organisation is dealing with some of the challenges and opportunities presented in the course.

SO4A2 Half Unit

Cities and Society: Design and Social Cohesion

This information is for the 2017/18 session.

Teacher responsible: Prof Richard Burdett 8.01J

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

This course is only available to students registered in the Executive MSc in Cities.

Course content: Cities and Society: Design and Social Cohesion looks at some of the major drivers of urban inequality and poverty and the key actions that cities are taking to reduce urban inequalities through urban design, infrastructure and policy. This is a heavily applied course providing students with tools to analyse the socio-demographic profile of households and neighbourhoods and their relation to spatial distribution and clustering in cities of the developing and developed world. Students are introduced to traditional measures of poverty and inequality such as income and wealth as well more recent multi-dimensional poverty measures such as health and education, and provided with analytical and mapping tools to identify areas of concentration of deprivation. A particular emphasis is placed on identifying spatial strategies that can alleviate the concentration of urban poverty and inequality by optimising access to jobs, housing, education, health, public space, transport and community infrastructure.

Cities and Society will also look at the macro-economic forces that are producing uneven regional and urban development and the key planning methods to reduce levels of inequality. These include spatially blind policies such as taxation and redistribution; spatially connective policies such as infrastructure links between high and low income neighbourhoods and finally spatially targeted policies where private and public investment is targeted at the most deprived urban areas.

Topics include: inequality and GINI coefficients; from income to multi-dimensional measures of poverty; the Human Development Index and its urban relevance; affordable housing, social infrastructure; equity planning (examples include London, Barcelona, Medellin and Bogota; the London model of urban regeneration; infrastructure and equity, health and well-being, migration.
Teaching: 4 hours and 30 minutes of lectures, 3 hours of seminars and 1 hour and 30 minutes of workshops in the MT. 10 hours and 30 minutes of lectures, 6 hours of seminars and 3 hours of workshops in the LT.
The course will be taught over a period of three sessions.
Formative coursework: Students will be expected to produce 1 essay in the LT.
500 word submission identifying the social research methods used in the assessment of a policy or project of your choice
Indicative reading: Burdett, R and Sudjic, D (2011) Living in the Endless City. Dávila, Julio (2012): Urban Mobility and Poverty: Lessons from Medellin and Soacha, Colombia. Development Planning Unit, UCL and Universidad Nacional de Colombia. Davis, Mike (2007): Planet of Slums. Verso. Graham, S. and Marvin, S. (2001) Splintering Urbanism: networked infrastructures, technological mobilities and the urban condition London: Routledge. Healey, Patsy (1997): Collaborative planning: shaping places in fragmented societies. UBC Press. Hills, J & Stewart, K. A more equal society? 2004. Krumholz, N. and P. Clavel (1994): Reinventing Cities: Equity Planners Tell Their Stories. Temple University Press. Krumholz, N. (1982): A Retrospective View of Equity Planning Cleveland 1969-1979. Larice, M. and Macdonald, E. (eds) (2007) The Urban Design Reader. London and New York: Routledge. Massey, D.S. and N.A. Denton (1993): American apartheid: segregation and the making of the underclass. Harvard University Press. Additional readings: Burdett,R and Sudjic, D (2008) The Endless City, London, Phaidon. Mitlin, Diana and David Satterthwaite (2013): Urban Poverty in the Global South: Scale and Nature. Routledge. Power, Anne (1987): Property before people: the management of twentieth-century council housing. Allen & Unwin. Saunders, Doug (2012): Arrival City: How the Largest Migration in History is Reshaping Our World. Vintage Books, a Division of Random House, Incorporated. Sennett, R (1991) The Conscience of the Eye: the design and social life of cities, London, Faber and Faber.
Assessment: Essay (70%, 2000 words) and presentation (30%) in the MT.
Design and present a research method to assess a project or policy of your choice (30%) and submission of an essay looking critically at the social research methods used in the assessment of an existing policy or project (70%).

SO4A3 Half Unit

Cities and the Economy: Urban Economic Development and Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Savvas Verdis TW2 8.01E
Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.
This course is only available to students registered in the Executive MSc in Cities.
Course content: Cities and the Economy forms part of the Executive MSc in Cities. This is an applied course looking at how cities position themselves in a competitive global economy and on the role of city government and firms in driving local economic development. The course introduces key methodologies to measure and analyse the city economy as well as policies and tools available to attract investment and finance as well as improve growth and competitiveness.
From a global economic level, we will look at the forces shaping urban development and the capacity of national, regional and local policies to influence these drivers. From a more local economic level, we will look at the make-up and sectorial composition of a city economy; how we can measure the economic impact of policies and projects and finally how we can finance and fund complex infrastructure projects.
Topics include: measuring growth and competitiveness over time, comparative vs competitive advantage, key performance indicators of a city economy, local growth coalitions, the role of infrastructure and megaprojects in driving competitiveness, managing city budgets, financing your city, global city indexes, special economic zones and other incentives, preparing an economic development strategy.
Teaching: 4 hours and 30 minutes of lectures, 3 hours of seminars and 1 hour and 30 minutes of workshops in the MT. 10 hours and 30 minutes of lectures, 6 hours of seminars and 3 hours of workshops in the LT.
The course will be taught over a period of three sessions.
Formative coursework: Students will be expected to produce 1 essay in the LT.
500 word submission describing the financing strategy of a project of your choice
Indicative reading: Greater London Authority 2010. The mayor's economic development strategy for London. Harris, Nigel and Fabricius, Ida 1996. Cities and structural adjustment. UCL Press. O'Sullivan, Arthur. 2012. Urban economics. New York: McGraw-Hill/Irwin. Peterson, George E., and Patricia Clarke Annez. 2007. Financing cities fiscal responsibility and urban infrastructure in Brazil, China, India, Poland and South Africa. Pike, A, Rodríguez-Pose, A & Tomaney, J. 2012. Local and Regional Development, Routledge. World Bank, 2009. World Development Report. Reshaping Economic Geography, World Bank. Additional readings: Brookings Institute. 2010 Municipal Finance of Urban Infrastructure. http://www.brookings.edu/~/media/research/files/papers/2010/5/urbanization-finance-alm/05_urbanization_finance_alm.pdf. Imrie, Robert and Thomas, Huw 1999. British urban policy: an evaluation of the urban development corporations. SAGE. The Cities Alliance et al. 2007. Understanding Your Local Economy – A Resource Guide for Cities. The Cities Alliance. UN-HABITAT 2009. Guide to Municipal Finance. UN-HABITAT. Vliet W. v. 2002. Cities in a globalizing world: from engines of growth to agents of change. Environment and Urbanization. Zhang L.-Y. 2013. City Development Strategies and the Transition Towards a Green Urban Economy. The Economy of Green Cities: A World Compendium on the Green Urban Economy. Springer.
Assessment: Essay (70%, 2000 words) in the ST.
Presentation (30%) in the LT.
Pitch a financing strategy for a selected case study area to an expert panel (30%) and submission of a 2,000 word written report analysing the financing strategy of a project of your choice (70%).

SO4A4 Half Unit

Cities and the Environment: Urban Environmental Transitions

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Rode TW2 8.01I
Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.
This course is only available to students registered in the Executive MSc in Cities.
Course content: Cities and the Environment explores critical aspects of environmental sustainability in relation to both urbanisation globally and urban change in individual cities. This is an applied course giving students the relevant tools to measure, analyse and assess environmental impact. It introduces debates on different green city paradigms and focuses specifically on approaches to urban climate change mitigation and adaptation. The course further examines implications for urban planning, governance and management.
Cities and the Environment aims to provide the students with an analytical understanding of environmental challenges linked

to urban development. Based on these, students are introduced to planning approaches, policy instruments and governance arrangements enabling environmental sustainability and resilience, facilitating the transition to a green economy in cities.
Topics include: environmental sustainability, green economy, environmental impact assessments, climate change adaptation and mitigation in cities, climate resilience, urban environmental transition, resource consumption, pollution, biodiversity.
Teaching: 4 hours and 30 minutes of lectures, 3 hours of seminars and 1 hour and 30 minutes of workshops in the MT. 10 hours and 30 minutes of lectures, 6 hours of seminars and 3 hours of workshops in the LT.
The course will be taught over a period of three sessions.
Formative coursework: Students will be expected to produce 1 essay in the LT.
500 word submission detailing the implementation logic of an urban environmental strategy of your choice
Indicative reading: Bicknell, J., D. Dodman and D. Satterthwaite (2012): Adapting Cities to Climate Change: Understanding and Addressing the Development Challenges. Taylor & Francis. Girardet, Herbert (2008): Cities people planet: urban development and climate change. John Wiley & Sons Incorporated. Heck, S., M. Rogers and P. Carroll (2014): Resource Revolution: How to Capture the Biggest Business Opportunity in a Century. Houghton Mifflin Harcourt Publishing Company. Kahn, Matthew E (2013): Climatopolis: how our cities will thrive in the hotter future. Basic books. Simpson, R. and M. Zimmermann (2012): The Economy of Green Cities. A World Compendium on the Green urban Economy. Springer. New York. McGranahan, Gordon, Pedro Jacobi, Jacob Songsore, Charles Surjadi and Marianne Kjellen (2001): The citizens at risk: from urban sanitation to sustainable cities. Earthscan. Rosenzweig, C., W.D. Solecki, S.A. Hammer and S. Mehrotra (2011): Climate Change and Cities: First Assessment Report of the Urban Climate Change Research Network. Cambridge University Press. Wheeler, Stephen Maxwell and Timothy Beatley (2004): The sustainable urban development reader. Psychology Press. Wood, Christopher (2003): Environmental Impact Assessment: A Comparative Review. Prentice Hall.
Additional readings: Banister, David (1997): Reducing the need to travel. Campbell, Scott (1996): Green cities, growing cities, just cities?: Urban planning and the contradictions of sustainable development. Crawford, J. and S. Davoudi (2012): Planning for climate change: strategies for mitigation and adaptation for spatial planners. Routledge. GCEC (2014): Better Growth, Better Climate: The New Climate Economy Report. The Global Commission on the Economy and Climate (GCEC). Giddens, Anthony (2009): The politics of climate change. Polity. Cambridge ; Malden, MA. Jenks, Mike and Rod Burgess (2000): Compact cities: sustainable urban forms for developing countries. E. & F.N. Spon. Kahn, Matthew E (2006): Green cities: urban growth and the environment. Cambridge Univ Press. Newman, P., T. Beatley and H. Boyer (2009): Resilient cities: responding to peak oil and climate change. Island Press. Newman, Peter (2006): The environmental impact of cities. OECD (2012): Compact City Policies: A Comparative Assessment. OECD Green Growth Studies. Rode, Philipp, Graham Floater et al. (2012): Going Green: How cities are leading the next economy. LSE Cities, ICLEI and Global Green Growth Institute. London. Satterthwaite, David (2008): Cities' contribution to global warming: notes on the allocation of greenhouse gas emissions. Stern, Nicholas (2009): A blueprint for a safer planet: how to manage climate change and create a new era of progress and prosperity. Bodley Head. London. UN Habitat (2011): Global Report on Human Settlements 2011: Cities and Climate Change. Nairobi. UNEP (2011): Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication. Urry, John (2011): Climate Change and Society. John Wiley & Sons.
Assessment: Presentation (30%) and essay (70%, 2000 words) in the LT.
Present an environmental strategy for an urban development project (30%) and submission of 2,000 word written report (70%).

SO4A5
Urban Infrastructure and Strategic Planning

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Rode TW2 8.01I and Prof Antony Travers CON6.06
Availability: This course is available on the Executive MSc in Cities. This course is not available as an outside option.
This course is only available to students registered in the Executive MSc in Cities and is offered as an option.
Course content: Urban infrastructure and strategic planning is a workshop based course providing practical insights on infrastructure development and strategic planning for cities. The course combines a series of lectures with studio-based group work on a case study city. Students are introduced to all key components of urban infrastructure, cutting across transport, energy, water, waste and digital network systems. A particular focus of this course is the interrelationship of transport infrastructure and urban form. This relationship forms the basis for an inquiry into strategic planning approaches and practical applications in cities around the world. Furthermore, the course covers important aspects of infrastructure governance, finance and regulation and examines implications for large-scale physical infrastructure as well as digital, smart city technologies. Infrastructure and strategic planning aims to provide the students with a praxis-oriented understanding of urban infrastructure development and strategic planning. The workshop-based nature of the course facilitates learning and skills development in relation to strategic development planning.
Topics include: urban infrastructure, transport, energy, water, waste, digital networks, strategic planning, smart cities, finance, privatisation, municipalisation, public private partnerships, design life, lock-in, phasing
Teaching: 3 hours of lectures and 1 hour and 30 minutes of seminars in the LT. 6 hours of lectures, 3 hours of seminars and 9 hours of workshops in the ST.
The course will be taught during the lent and summer terms through hands-on team based workshops
Formative coursework: Students will be expected to produce 1 essay in the ST.
Prepare a 500 word brief for your project indicating key deliverables
Indicative reading: Albrechts, Luis (2004): Strategic (spatial) planning re-examined. Pion Ltd. Cervero, Robert and Jin Murakami (2009): Rail and Property Development in Hong Kong: Experiences and Extensions. Delmon, Jeffrey (2011): Public-Private Partnership Projects in Infrastructure: An Essential Guide for Policy Makers. Cambridge University Press. Dimitriou, Harry T. and Ralph Gakenheimer (2011): Urban Transport in the Developing World: A Handbook of Policy and Practice. Edward Elgar Publishing Limited. Graham, Stephen and Colin McFarlane (2014): Infrastructural Lives: Urban Infrastructure in Context. Taylor & Francis. Guy, Simon, Simon Marvin, Will Medd and Timothy Moss (2012): Shaping Urban Infrastructures: Intermediaries and the Governance of Socio-Technical Networks. Taylor & Francis. Peterson, George (2009): Unlocking Land Values to Finance Urban Infrastructure. World Bank. Stead, Dominic and Evert Meijers (2009): Spatial Planning and Policy Integration: Concepts, Facilitators and Inhibitors. Routledge. Townsend, Anthony M. (2013): Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia. W. W. Norton. Vasconcellos, Eduardo (2001): Urban transport, environment, and equity: the case for developing countries. Earthscan Publications.
Assessment: Coursework (80%, 5000 words) and presentation (20%) in the ST.
A group project report not exceeding 5,000 words, which will count for 80% of the final grade.
Additionally, each group member must write a personal reflection on their contribution in no more than 600 words, and should include specific details of the student's contributions to the project.

SO4A6
Urban Development and Master Planning

This information is for the 2017/18 session.
Teacher responsible: Prof Richard Burdett TW2 8.01J and Dr Savvas Verdis TW2 8.01E
Availability: This course is available on the Executive MSc in Cities. This course is not available as an outside option.
This course is only available to students registered in the Executive MSc in Cities and is offered as an option.
Course content: Urban Development and Master Planning is an applied group project based on a major regeneration site. Groups of no more than six students will be introduced to one of the regeneration sites project teams which will include: local planning officers, developers, planners, designers and financing teams.
The groups will first immerse themselves in the offices of the host organisation as well as the site and understand some of the project challenges. The groups will then work in a collaborative environment in order to develop solutions to the challenges set by the project teams.
Using some of the key assessment and planning tools developed in courses SO4A1, SO4A2, SO4A3 & SO4A4 of the Executive MSc in Cities, this project will encourage students to apply the most appropriate analysis, planning and finance methods to an actual development site.
Topics covered: land ownership, development goals, developing the brief, urban design and master planning strategies, wider urban context, phasing, capturing value, mix of uses, public vs private space, financing projects, residual values, negotiations between developers and public agencies, planning constraints and policies, affordable housing, lifecycle assessment, built form, density and integration.
Teaching: 3 hours of lectures and 1 hour and 30 minutes of seminars in the LT. 6 hours of lectures, 3 hours of seminars and 9 hours of workshops in the ST.
The course will be taught during the lent and summer terms using a mixture of hands-on workshops and lectures.
Formative coursework: Students will be expected to produce 1 essay in the ST.
Prepare a 500 word brief for your project indicating key deliverables.
Indicative reading: Adams D., C Watkins and M White (eds.), 2005, Planning, Public Policy and Property Markets, Oxford: Blackwell. Campkin, Ben. Remaking London: Decline and Regeneration in Urban Culture. 2013. Carmona M, Tiesdell S, Heath T and Oc T (2010) Public Places - Urban Spaces, The Dimensions of Urban Design (Second Edition), Oxford, Architectural Press. Edwards, M., Brown, R., & Lee, R. (2014). Just Space: towards a just, sustainable London. In L. Lees, R. Imrie (Eds.), Sustainable London? : the future of a global city (pp. 75-104). Bristol: Policy Press. Jones, Phil, and James Evans. Urban Regeneration in the UK. Los Angeles: SAGE, 2008. Scanlon, K. The Affordable Housing Reader, Edited by Rosie Tighe and Elizabeth Mueller. May 2014. Syms P, 2002, Land, Development and Design, Oxford: Blackwell. Urban Task Force, 1999. Towards an urban renaissance: Mission statement. London. Additional readings: Baum, A. & Hartzell, D. (2012) 'Global Property Investment: Strategies, Structures, Decisions'. Wiley Blackwell. Gordon, I; Buck, N; Hall, P; Harloe, M and Kleinman, M: Working Capital, Life and Labour in Contemporary London, Routledge, 2002. Swyngedow E, F Moulaert and A Rodriguez, 2002, 'Neoliberal urbanisation in Europe: Large-scale urban development projects and the New Urban Policy', Antipode, Vol. 34 (3), pp 542-577. Travers, T; Scanlon, K; Whitehead, C. and Fernández-Arrigoitia, Melissa: Public Spending Priorities in London GLA. May 2010. Fainstein S, 1994, The City Builders: Property, Politics and Planning in London and New York, Oxford: Blackwell.
Assessment: Essay (80%, 5000 words) and presentation (20%) in the ST.
This project is conducted in groups, and the assessment is based on a collective group mark for the following three components.
1 A presentation to the project team and LSE Cities staff, which counts for 20% of the total mark.
2 A group project report not exceeding 5,000 words, which will count for 80% of the final grade.
3 Additionally, each group member must write a personal reflection on their contribution in no more than 600 words, and should include specific details of the student's contributions to the project.

SO4A7
Urban Consultancy Project

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Rode 8.01I and Dr Savvas Verdis 8.01E
Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.
This course is only available to students registered in the Executive MSc in Cities.
Course content: The Consultancy Project is a six-month individual consultation undertaken by a student in the Executive MSc in Cities in their own organisation or for an external organisation. Through the consultancy project, students will apply the knowledge and skills acquired in the first six courses of the programme to craft policy or program improvements for public or private agencies and non-profit organisations.
Through in depth interviews with the organisation's leaders as well as the relevant stakeholders, students will focus on a specific project and offer advice on one or more of its design and implementation phases. These may include but are not limited to the concept, feasibility, design, assessment, delivery and/ or evaluation phases in the project cycle.
Examples of projects include design briefs, assessment of master plans or strategic plans, social, economic and environmental impact assessment of projects, project finance and greening of projects and policies.
Teaching: 3 hours of seminars and 2 hours of help sessions in the ST.
Each student will be allocated a supervisor, who will provide overall guidance on the project's development. Other members of staff may also advise as required. Students will be supported with face to face or web based tutorials throughout the duration of their consultancy project.
Formative coursework: Students will be expected to produce 1 essay in the ST.
A 500 word proposal brief for the consultation project that will be carried out independently by each student.
Indicative reading: Cook, Curtis R. 2005. Just enough project management the indispensable four-step process for managing any project, better, faster, cheaper. New York: McGraw-Hill. Czerniawska, Fiona, and Paul May. 2006. Management consulting in practice award-winning international case studies. London: Kogan Page. Lindblom, Charles Edward, and David K. Cohen. 1979. Usable knowledge: social science and social problem solving. New Haven: Yale University Press. Office for Government Commerce. 2004. Common Causes of Project Failure. London: OGC. Prime Minister's Strategy Unit. 2004. Strategy Survival Guide. London.
Assessment: Project (100%, 6000 words) in the LT.
A consultancy report assessing an organisation's challenge and offering strategic advice on possible solutions at any stage of the project or policy cycle.

ST405 Half Unit
Multivariate Methods

This information is for the 2017/18 session.
Teacher responsible: Prof Irini Moustaki
Availability: This course is available on the MSc in Data Science, MSc in Marketing, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc

in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Further Mathematical Methods (MA212) and Probability, Distribution Theory and Inference (ST202).
Course content: An introduction to the theory and application of modern multivariate methods used in the Social Sciences: Multivariate normal distribution, principal components analysis, factor analysis, latent variable models, latent class analysis and structural equations models.
Teaching: 20 hours of lectures and 8 hours of computer workshops in the LT.
Week 6 will be used as a reading week.
Formative coursework: Coursework assigned fortnightly and returned to students via Moodle with comments/feedback before the computer workshops.
Indicative reading: D J Bartholomew, F Steele, I Moustaki & J Galbraith, Analysis of Multivariate Social Science Data (2nd edition); D J Bartholomew, M Knott & I Moustaki, Latent Variable Models and Factor Analysis: a unified approach; C Chatfield & A J Collins, Introduction to Multivariate Analysis; B S Everitt & G Dunn, Applied Multivariate Data Analysis; K.V. Mardia, J.T. Kent and J.M. Bibby, Multivariate Analysis.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST409 Half Unit
Stochastic Processes

This information is for the 2017/18 session.
Teacher responsible: Prof Kostas Kardaras COL 6.07
Availability: This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Operations Research & Analytics, MSc in Risk and Finance, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Further Mathematical Methods (MA212).
Good undergraduate knowledge of distribution theory
Course content: A broad introduction to stochastic processes for postgraduates with an emphasis on financial and actuarial applications. The course examines Martingales, Poisson Processes, Brownian motion, stochastic differential equations and diffusion processes. Applications in Finance. Actuarial applications.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Week 6 will be used as a reading week.
Indicative reading: T Bjork, Arbitrage Theory in Continuous Time; T Mikosch, Elementary Stochastic Calculus; S I Resnick, Adventures in Stochastic Processes; B K Oksendal, Stochastic Differential Equations: An Introduction with Applications, D Williams, Probability with Martingales.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST411 Half Unit
Generalised Linear Modelling and Survival Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Fiona Steele COL.7.12
Availability: This course is compulsory on the MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available on the MSc in Data Science, MSc in Marketing, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Mathematics to the level of Mathematical Methods (MA100) and probability to the level of Probability, Distribution Theory and Inference (ST202). Some knowledge of linear regression.
Course content: An introduction to the theory and application of generalised linear models for the analysis of continuous, categorical, count and survival data. Topics include: linear regression, analysis of variance (ANOVA), logistic regression for binary data, models for ordered and unordered (nominal) responses, log-linear models for count data and contingency tables, and models for survival (duration) data. The Stata software package will be used in computer workshops.
Teaching: 20 hours of lectures and 15 hours of computer workshops in the LT.
Week 6 will be used as a reading week.
Formative coursework: Coursework assigned weekly and returned to students with comments/feedback during the computer sessions.
Indicative reading: Dobson, A.J. & Barnett, A.G. (2002) An Introduction to Generalised Linear Modelling. 2nd edition. Chapman & Hall. McCullagh, P. & Nelder, J.A. (1989) Generalized Linear Models. 2nd edition. Chapman & Hall. Agresti, A. (2015) Foundations of Linear and Generalized Linear Models. Wiley [Available as electronic resource from LSE library]. Hosmer, D.W. & Lemeshow, S. (1999) Applied Survival Analysis, Regression Modeling of Time-to-Event Data. Wiley. Long, J.S. and Freese, J. (2006) Regression Models for Categorical Dependent Variables Using Stata. 2nd edition. Stata Press.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST416 Half Unit
Multilevel Modelling

This information is for the 2017/18 session.
Teacher responsible: Prof Irini Moustaki
Availability: This course is available on the MSc in Inequalities and Social Science, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and statistical theory, including linear regression and logistic regression.
Course content: A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (e.g. student nested within classes, individuals nested within households or geographical areas) and longitudinal data (e.g. repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (e.g. Stata).
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
Week 6 will be used as a reading week.
Formative coursework: Coursework assigned fortnightly and returned to students via Moodle with comments/feedback before the computer lab sessions.
Indicative reading: T Snijders & R Bosker Multilevel Analysis: an

Introduction to Basic and Advanced Multilevel Modelling, Sage (2011, 2nd edition); S Rabe-Hesketh & A Skrondal, Multilevel and Longitudinal Modeling using Stata, (Third Edition), Volume I: Continuous responses (plus Chapter 10 from Volume II, which is available free on the publisher's website). Stata Press (2012); H Goldstein, Multilevel Statistical Models, Arnold (2003, 3rd edition); S W Raudenbush & A S Bryk, Hierarchical Linear Models: Applications and Data Analysis Methods, Sage (2002).
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST418 Half Unit

Non-Linear Dynamics and the Analysis of Real Time Series

This information is for the 2017/18 session.
Teacher responsible: Mr Edward Wheatcroft
Availability: This course is available on the MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: It is recommended that students have completed Time Series (ST422).
Course content: An introduction to the analysis of actual time series observations of real-world processes. The course casts both modern nonlinear methods and more traditional linear methods in a geometric approach. It introduces the properties of nonlinear mathematical models, covers chaos and the dynamics of uncertainty, and demonstrates the fundamental limitations in applied analysis which arise from model inadequacy. Fundamental aspects of predictability are addressed. Decision support under uncertainty is considered, with examples of economic impacts of forecasting, including weather and climate. The student will leave with a toolkit for the analysis and modelling of real data, with insights into how to evaluate which methods to employ (linear/non-linear, deterministic/stochastic) in a given problem, how to interpret the results in context, and how to avoid over interpreting nice theorems in practical circumstances. Concrete applications in economics (price time series, electricity demand, energy futures) and environment (weather, climate) as well as analytically tractable illustration from mathematics are considered.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT. 1 hour of lectures in the ST.
Week 6 will be used as a reading week.
Indicative reading: K Beven, Environmental Modelling: An uncertain Future? Routledge (2009); H Kantz & T Schreiber, Non-linear Time Series Analysis; E Ott, T Sauer & J A Yorke (Eds), Coping with Chaos: Analysis of Chaotic Data and The Exploitation of Chaotic Systems; E Ott, Chaos in Dynamical Systems; R Tsay, Analysis of Financial Time Series; L.A. Smith, Chaos: A Very Short Introduction. Oxford University Press (2007)
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Project (30%) in the ST.

ST421 Half Unit

Developments in Statistical Methods

This information is for the 2017/18 session.
Teacher responsible: Dr Wicher Bergsma COL 6.06
Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have statistical knowledge up to the level of the course ST425: Statistical Inference: Principles, Methods and Computation.
Course content: Our aim is to teach students important statistical methodologies that reflect the exciting development of the subject over the last twenty years, which include empirical likelihood, MCMC, bootstrap, local likelihood and local fitting, model Assessment and selection methods, and Gaussian process regression. These are computationally intensive techniques that are particularly powerful in analysing large-scale data sets with complex structure. A selection from the following topics will be covered: robustness of likelihood approaches: distance between working model and "truth", maximum likelihood under wrong models, quasi-MLE, model selection with AIC, robust estimation. Empirical likelihood: empirical likelihood of mean. Bayesian methods and Markov chain Monte Carlo (MCMC) basic Bayes, Gibbs sampler, Metropolis-Hastings algorithm, Hamiltonian Monte Carlo. Elements of statistical learning: global fitting versus local fitting, linear methods for regression, splines, kernel methods and local likelihood. Model assessment and selection: bias-variance trade-off, effective number of parameters, BIC, cross-validation. Further topics: statistical learning using Gaussian process regression. The course will be continuously updated to reflect important new developments in statistics.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be used as a reading week.
Formative coursework: Formative assessment consists of weekly exercises.
Indicative reading: T Hastie, R Tibshirani & J Friedman, The Elements of Statistical Learning: Data Mining, Inference and Prediction; Y Pawitan, In All Likelihood: Statistical Modelling and Inference Using Likelihood; M A Tanner, Tools for Statistical Inference.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST422 Half Unit

Time Series

This information is for the 2017/18 session.
Teacher responsible: Dr Wai-Fung Lam
Availability: This course is compulsory on the MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available on the MSc in Applicable Mathematics, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Marketing, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Good undergraduate knowledge of statistics and probability.
Course content: A broad introduction to statistical time series analysis for postgraduates: what time series analysis can be useful for; autocorrelation; stationarity; causality; basic time series models: AR, MA, ARMA; ARCH and GARCH models for financial time series; trend removal and seasonal adjustment; invertibility; spectral analysis; estimation; forecasting. We will also discuss nonstationarity and multivariate time series.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Exercises will be given out to do at home during Week 6.
Indicative reading: Brockwell & Davis, Time Series: Theory and Methods; Brockwell & Davis, Introduction to Time Series and Forecasting; Box & Jenkins, Time Series Analysis, Forecasting and Control; Shumway & Stoffer, Time Series Analysis and Its Applications.

Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST425

Statistical Inference: Principles, Methods and Computation

This information is for the 2017/18 session.
Teacher responsible: Prof Qiwei Yao COL 7.16
Availability: This course is compulsory on the MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available on the MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit. Amended paper details (11/07/2017 NB)
Pre-requisites: A knowledge of probability and statistics to the equivalent level of ST102 Elementary Statistical Theory.
Course content: The course will provide a comprehensive coverage on some fundamental aspects of probability and statistics methods and principles. It also covers linear regression analysis. Data illustration using statistical package R constitutes an integral part throughout the course, therefore provides the hands-on experience in simulation and data analysis.
Teaching: 40 hours of lectures, 10 hours of seminars and 10 hours of computer workshops in the MT.
Week 11 will be used as a revision week.
Formative coursework: Students will complete weekly assessed problem sheets. They will also complete R practice following instructions from the weekly computing workshop.
Indicative reading: L. Wasserman, All of Statistics. Y. Pawita, In All Likelihood. K. Knight, Mathematical Statistics. A. Zuur et al., A Beginner's Guide to R. (Available online from LSE Library.) N. Venables et. al., An Introduction to R (http://cran.r-project.org/doc/manuals/R-intro.pdf)
Assessment: Exam (85%, duration: 3 hours) in the LT week 0. Project (15%) in the MT.

ST426 Half Unit

Applied Stochastic Processes

This information is for the 2017/18 session.
Teacher responsible: Dr Erik Baurdoux COL 6.04
Availability: This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics) and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.
Course content: This course builds on material discussed in ST409 (Stochastic Processes). In particular, elements of the general theory of semi-martingales will be covered and emphasis will be given on presenting a variety of models involving processes with general dynamics, including jumps. The theory will be applied to a range of topics in mathematical finance and insurance, as well as financial economics.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.
Week 6 will be used as a reading week; exercises will be given out to students to do at home.
Formative coursework: A set of coursework similar to the exercises that will appear in the exam will be assigned. Additional formative exercise will be available through Moodle.
Indicative reading: Brownian Motion and Stochastic Calculus. Ioannis Karatzas and Steve Shreve. Numerical Solution of Stochastic Differential Equations with Jumps in Finance. Eckhard Platten, Nicola Bruti-Liberati. Essentials of Stochastic Finance: Facts, Models, Theory. Albert Shiryaev. Stochastic Integration and Differential Equations. Phillip Protter. Levy Processes in Finance: Pricing Financial Derivatives. Wim Schoutens. Selected papers from scientific journals.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST429 Half Unit

Statistical Methods for Risk Management

This information is for the 2017/18 session.
Teacher responsible: Dr Hao Xing COL 7.12
Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Data Science, MSc in Financial Mathematics and MSc in Statistics (Financial Statistics). This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Probability, Distribution Theory and Inference (ST202) and Stochastic Processes (ST302).
ST202, ST302, or equivalent
Course content: A self-contained introduction to probabilistic and statistical methods in risk management. This course starts with risk factors models and loss distributions, which are illustrated via examples in stocks, derivatives, and bonds portfolios. Axioms of coherent risk measures are introduced. Value at risk and other risk measures are introduced and their relation with coherent risk measures is discussed. Multivariate factor models are introduced and analysed: covariance and correlation estimations, multivariate normal distributions and their testing, normal mixture distributions and their fitting to data. The theory of copulas is introduced: meta distributions, tail dependence, fitting copulas to data. Some limitations of copulas are also discussed. The extreme value theory is introduced: generalized extreme value distribution, threshold exceedances and generalized Pareto distribution, modelling and measures of tail risk. Applications to insurance with large loss are also discussed. Students will be exposed to financial data via sets of computer-based classes and exercises.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT. A exercise/problem-solving session will take place in Week 6.
Formative coursework: A set of exercises which are similar to problems appearing in the exam will be assigned. A set of coding exercises which are similar to examples in computer lab sessions will be assigned.
Indicative reading: A.McNeil, R.Frey, P.Embrechts, Quantitative Risk Management: Concepts, Techniques, Tools; Princeton Series in Finance
Assessment: Exam (75%, duration: 2 hours) in the LT week 0. Project (25%, 2000 words).

ST433 Half Unit

Computational Methods in Finance and Insurance

This information is for the 2017/18 session.
Teacher responsible: Dr George Tzougas COL.7.04
Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Financial Mathematics, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative

Methods for Risk Management) (MA400).
Course content: The purpose of this course is to (a) develop the students' computational skills, (b) introduce a range of numerical techniques of importance in actuarial and financial engineering, and (c) develop the ability of the students to apply the theory from the taught courses to practical problems, work out solutions including numerical work, and to present the results in a written report.
Binomial and trinomial trees. Random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Finite difference schemes for the solution of ordinary and partial differential equations arising in insurance and finance. Numerical solutions to stochastic differential equations and their implementation. The course ends with an introduction to guidelines for writing a scholarly report/thesis.
Teaching: 20 hours of lectures and 10 hours of workshops in the LT.
Week 6 will be used as a reading week.
Formative coursework: Weekly exercises and practicals are set and form the basis of the classes.
Indicative reading: N E Steenrod, P Halmos, M M Schiffer & J A Dieudonne, How to write mathematics (1973); D.J. Duffy, Finite Difference Methods in Financial Engineering: A Partial Differential Equation Approach, Wiley; P. Glasserman, MonteCarlo Methods in Financial Engineering, Springer; P.E. Kloden and E. Platen, Numerical Solution of Stochastic Differential Equations, Springer. Further material will be specified during the course.
Assessment: Exam (50%, duration: 2 hours) in the main exam period.
Project (50%) in the ST.

ST435 Half Unit
Advanced Probability Theory

This information is for the 2017/18 session.
Teacher responsible: Dr Luciano Campi COL.7.10
Availability: This course is available on the MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
The course is offered as a regular examinable half-unit as well as a service to students and academic staff.
Pre-requisites: Analysis and algebra at the level of a BSc in pure or applied mathematics and basic statistics and probability theory with stochastic processes. Knowledge of measure theory is not required as the course gives a self-contained introduction to this branch of analysis.
Course content: The course covers core topics in measure theoretic probability and modern stochastic calculus, thus laying a rigorous foundation for studies in statistics, actuarial science, financial mathematics, economics, and other areas where uncertainty is essential and needs to be described with advanced probability models. Emphasis is on probability theory as such rather than on special models occurring in its applications. Brief review of basic probability concepts in a measure theoretic setting: probability spaces, random variables, expected value, conditional probability and expectation, independence, Borel-Cantelli lemmas Construction of probability spaces with emphasis on stochastic processes. Operator methods in probability: generating functions, moment generating functions, Laplace transforms, and characteristic functions. Notions of convergence: convergence in probability and weak laws of large numbers, convergence almost surely and strong laws of large numbers, convergence of probability measures and central limit theorems. If time permits and depending on the interest of the students topics from stochastic calculus might be covered as well.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Week 6 will be used as a reading/revision week.
Formative coursework: Exercises are set weekly and solutions are discussed in the lectures. There will be one set of compulsory written coursework in the MT which will be marked.
Indicative reading: Williams, D. (1991): Probability with Martingales. Cambridge University Press; Kallenberg, O. (2002). Foundations of modern probability. Springer; Billingsley, P. (2008). Probability and measure. John Wiley & Sons; Jacod, J., & Protter, P. E. (2003). Probability essentials. Springer; Dudley, R. M. (2002). Real analysis and probability (Vol. 74). Cambridge University Press
Assessment: Exam (100%, duration: 2 hours) in the LT week 0.

ST436 Half Unit
Financial Statistics

This information is for the 2017/18 session.
Teacher responsible: Prof Piotr Fryzlewicz COL 6.01
Availability: This course is compulsory on the MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available on the MSc in Data Science and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Statistical Inference: Principles, Methods and Computation (ST425).
Course content: The course covers key statistical methods and data analytic techniques most relevant to finance. Hands-on experience in analysing financial data in the "R" environment is an essential part of the course. The course includes a selection of the following topics: obtaining financial data, low- and high-frequency financial time series, ARCH-type models for low-frequency volatilities and their simple alternatives, predicting equity indices (case study), Markowitz portfolio theory and the Capital Asset Pricing Model, machine learning in financial forecasting, Value at Risk, simple trading strategies. The course ends with an extended case study involving making predictions of market movements in a virtual trading environment.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 11 will be spent working on the extended case study.
Formative coursework: Weekly marked problem sheets, with solutions discussed in class. Two marked case studies.
Indicative reading: Lai, T.L. And Xing H. (2008) Statistical Models and Methods for Financial Markets. Springer. Tsay, R. S. (2005) Analysis of Financial Time Series. Wiley. Ruppert, D. (2004) Statistics and Finance – an introduction. Springer. Fan, Yao (2003) Nonlinear Time Series. Hastie, Tibshirani, Friedman (2009) The Elements of Statistical Learning. Haerdle, Simar (2007) Applied Multivariate Statistical Analysis.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST439 Half Unit
Stochastics for Derivatives Modelling

This information is for the 2017/18 session.
Teacher responsible: Dr Beatrice Acciaio COL 6.02
Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Stochastic Processes (ST409).
Course content: Valuation and hedging of derivative securities: general principles of mathematical finance; asset price models; static vs dynamic option pricing; connection with PDEs; exotic options; volatility derivatives; mean-variance hedging.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 11 will be used as a revision week.
Formative coursework: Weekly homework will be set. Students are not expected to submit this homework but will go over the exercises in the following seminar with the lecturer.
Indicative reading: Steven Shreve, Stochastic Calculus for Finance II: Continuous-Time Models, Springer. Selected papers from scientific journals. Thorsten Rheinlander and Jenny Sexton, Hedging Derivatives, World Scientific.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST440 Half Unit
Recent Developments in Finance and Insurance

This information is for the 2017/18 session.
Teacher responsible: Dr Beatrice Acciaio COL 6.02
Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Financial Mathematics, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Stochastic Processes (ST409).
Course content: Recent developments in the theory of stochastic processes and applications in finance and insurance and their interface. A variety of topics will be chosen, from robust evaluation; optimal hedging; evaluation via utility criteria; optimal risk sharing; minimal capital requirement according to the Basel Accords and the Solvency Directives; life insurance.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Weeks 9 and 10 will be devoted to students' presentations, using material which will have been provided in week 1 or 2; as well as to discuss in groups solutions to problems that will have been set in class.
Week 11 will be used for exam revision.
Formative coursework: A set of coursework similar to the exercises that will appear in the exam will be assigned as well as a mock exam.
Indicative reading: H. Foellmer and A. Schied: Stochastic finance. An introduction in discrete time. (3rd ed.), de Gruyter.
Selected papers from scientific journals.
Assessment: Exam (90%, duration: 2 hours) in the main exam period.
Presentation (10%) in the Week 9.

ST441 Half Unit
Introduction to Markov Processes and their Applications

This information is for the 2017/18 session.
Teacher responsible: Dr Umut Cetin COL 6.08
Availability: This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students must have completed Stochastic Processes (ST409).
Course content: Markov property and transition functions. Feller processes. Strong Markov property. Martingale problem and stochastic differential equations, relation with partial differential equations. Diffusion processes. Affine processes. Piecewise deterministic Markov processes. Selection of topics from filtering and statistics of diffusion processes. Applications.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be used as a reading week.
Formative coursework: A weekly set of homework will be set. Students are not expected to submit this homework but will go over the exercises in the following seminar with the lecturer. Students will also complete one or two sets of formative coursework during the year which will be marked. Feedback will be provided.
Indicative reading: An Introduction to Markov Processes and Their Applications. Lecture Notes by Umut Cetin. I. Karatzas and S. Shreve: Brownian Motion and Stochastic Calculus. Springer. D. Revuz and M. Yor: Continuous Martingales and Brownian Motion. Springer. K.L. Chung and. J. Walsh: Markov Processes, Brownian Motion and Time Symmetry. Springer
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Project (20%) in the ST.

ST442 Half Unit Not available in 2017/18
Longitudinal Data Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Fiona Steele COL 7.08
Availability: This course is compulsory on the MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available on the MSc in Inequalities and Social Science, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.
Amended paper details (11/07/2017 NB)
Pre-requisites: A knowledge of probability and statistical theory, including linear regression and logistic regression.
Course content: A practical introduction to methods for the analysis of repeated measures data, including continuous and binary outcomes. Topics include: longitudinal study designs, models for two measures, (random effects) growth curve models, marginal models, dynamic (autoregressive) models, latent class models, and models for multivariate outcomes. The course will have an applied emphasis with fortnightly computer classes using the Stata software.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
Week 6 will be used as a reading week.
Formative coursework: Coursework assigned fortnightly and returned to students with comments/feedback during the computer sessions.
Indicative reading: Singer JD, Willett JB. (2003) Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. New York: Oxford University Press. (Part I only). Rabe-Hesketh S, Skrondal A. (2012) Multilevel and Longitudinal Modeling Using Stata, Third Edition. Volume I: Continuous Responses. College Station, Texas: Stata Press. Hedeker D, Gibbons RD. (2006) Longitudinal Data Analysis. Hoboken, New Jersey: John Wiley & Sons, Inc.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

ST443 Half Unit
Machine Learning and Data Mining

This information is for the 2017/18 session.
Teacher responsible: Dr Xinghao Qiao
Availability: This course is compulsory on the MSc in Data Science. This course is available on the MSc in Marketing, MSc in Quantitative Methods for Risk Management, MSc in Statistics,

MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: The course will be taught from a statistical perspective and students must have a basic knowledge of statistical methods for linear regression models.
Students are not permitted to take this course alongside Algorithmic Techniques for Data Mining (MG4E1)
Course content: Machine learning and data mining are emerging fields between statistics and computer science which focus on the statistical objectives of prediction, classification and clustering and are particularly orientated to contexts where datasets are large, the so-called world of 'big data'. This course will start from the classical statistical methodology of linear regression and then build on this framework to provide an introduction to machine learning and data mining methods from a statistical perspective. Thus, machine learning will be conceived of as 'statistical learning', following the titles of the books in the essential reading list. The course will aim to cover modern non-linear methods such as spline methods, generalized additive models, decision trees, bagging, boosting, neural network and support vector machines, as well as more advanced linear approaches, such as LASSO, linear discriminant analysis, k-means clustering, nearest neighbours.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the MT.
The first part of the course reviews regression methods and covers linear and quadratic discriminant analysis, variable selection, nearest neighbours, shrinkage, dimension reduction methods, neural networs. The second part of the course introduces non-linear models and covers, splines, generalized additive models, tree methods, bagging, random forest, support vector machines, principal components analysis, k-means, hierarchical clustering.
Week 6 will be used as a reading week.
Formative coursework: Students will be expected to produce 8 problem sets and 1 project in the MT.
The problem sets will consist of some theory questions and data problems that require the implementation of different methods in class using a computer package.
Indicative reading: James, G., Witten, D., Hastie, T. and Tibshirani, R. An Introduction to Statistical Learning. Springer, 2014. Available online at http://www-bcf.usc.edu/~gareth/ISL/. Hastie, T., Tibshirani, R. and Friedman, J. The Elements of Statistical Learning: Data Mining, Inference and Prediction. 2nd Edition, Springer, 2009. Available online at http://statweb.stanford.edu/~tibs/ElemStatLearn/index.html. Bishop, G. Pattern Recognition and Machine Learning. Springer-Verlag, 2006.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Project (25%) in the Week 11.
Coursework (5%) in the MT.

ST444 Half Unit
Statistical Computing

This information is for the 2017/18 session.
Teacher responsible: Dr Yining Chen
Availability: This course is available on the MSc in Data Science, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: An introduction to the use of numerical linear algebra, optimisation, numerical integration and simulation in statistical computation, with their applications in statistical methods, including least squares, maximum likelihood, principle component analysis, LASSO, etc. If time permits, more advanced topics such as kernel methods and graphical LASSO will also be covered. Throughout the course, students will gain practical experience of implementing these computational methods in a programming language. Learning support will be provided for at least one programming language, such as R, Python or C++, but the choice of language supported may vary between years, depending on judged benefits to students, whether in terms of pedagogy or resulting skills.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
Lectures will cover:
(1) **Introduction to Tools in Numerical Analysis**: linear algebra (Gaussian elimination, Cholesky decomposition, matrix inversion and condition); numerical optimization (bi-section, steepest descent, Newton's method, Quasi-Newton methods, stochastic search); convex optimization (coordinate descent, ADMM); numerical integration.
(2) **Introduction to Tools in Numerical Simulation**: random number generation (inverse CDF, rejection, Box-Muller, etc); Introduction to Monte-Carlo methods.
(3) **Applications in Statistics**: linear regression and least squares; generalised linear models; principle component analysis (PCA); Page rank; LASSO.
(4) **Other advanced topics** if time allows: bootstrapping; kernel density estimation; Graphical models and Graphical LASSO.
Week 6 will be used as a reading week.
Formative coursework: Students will be expected to produce 5 problem sets in the LT.
Bi-weekly exercises, usually involving some programming.
Indicative reading: Computational Statistics by Givens and Hoeting
Statistical computing in C++ and R by Eubank and Kupresanin
The Art of R Programming: A Tour of Statistical Software Design by Matloff
Think Python: How to Think Like a Computer Scientist by Downey
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Project (30%) in the LT.

ST450
Advanced Lectures on Special Topics in Statistics

This information is for the 2017/18 session.
Course content: Seminar series. Please refer to Departmental web page for details. http://www.lse.ac.uk/statistics/home.aspx
Teaching: 20 hours of seminars in the LT.

ST499
Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Jouni Kuha COL. 8.04 and Dr Wai-Fung Lam COL. 6.09
Availability: This course is compulsory on the MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research) and MSc in Statistics (Social Statistics) (Research). This course is not available as an outside option.
Course content: Independent project work on a subject chosen by the student.
Assessment: Dissertation (100%) in August.
(50 page limit).

Executive Taught Master’s Course Guides

EC409E Half Unit
Public Policy in Practice Workshop III (EMPA)

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Sturm and Dr Joachim Wehner
Availability: This course is compulsory on the Executive Master of Public Administration . This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.
Teaching: A three-day modular teaching block.
Formative coursework: One optional mock policy exercise will be provided.
Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course
Assessment: Essay (100%, 2000 words).
Assessment will consist of a 2,000 word reflective essay due 10 days after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

EC410E Half Unit
Public Economics for Public Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Camille Landais and Dr Daniel Reck
Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: Students must have completed Empirical Methods for Public Policy (EC455E) and Economic Policy Analysis (EC440E).
Course content: This is a course in theoretical and applied public economics using intermediate economic theory. Topics include issues of equity and efficiency and alternative theories of the role of the state. Models of public goods and externalities, including environmental policy. Who really pays taxes: issues of tax incidence and tax evasion. Income inequality, poverty alleviation and the role of welfare programmes in theory and in practice. Health and education policy. The effects of taxes and transfers on labour supply and migration; The optimal taxation of commodities and incomes. Current topics in public finance. The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.
Teaching: A one-week modular teaching block.
Formative coursework: One mock examination will be offered.
Indicative reading: A full reading list will be distributed prior to the beginning of the course.
Assessment: Project (50%, 2000 words) and online assessment (50%).
Please note that online examinations take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise. Data analysis exercises are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPP/ Executive MPA programme inductions.

EC421E Half Unit
Global Market Economics

This information is for the 2017/18 session.
Teacher responsible: Professor Andrew Bernard
Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: Students must have completed Empirical Methods for Public Policy (EC455E) and Economic Policy Analysis (EC440E).
Course content: This course focuses on the economic interdependence between countries in a global economy. The first part of the course examines the structure and geography of world trade and examines popular hypothesis such as the "global village" or "flat earth". The second part of the course analyses macroeconomic issues such as the magnitude and effects of international capital flows, the debate over fixed versus flexible exchange rates and the economics of a common currency
Teaching: A one-week modular teaching block.
Formative coursework: One mock essay opportunity will be provided.
Indicative reading: A full reading list will be distributed at the beginning of the course.
Assessment: Essay (50%, 2000 words) and online assessment (50%).
Please note that online examinations take place on the third Friday after module teaching concludes. Assessed essays are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

EC440E Half Unit
Economic Policy Analysis

This information is for the 2017/18 session.
Teacher responsible: Professor Gerard Padró i Miquel and Dr Ethan Ilzetzki
Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: The course is an introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues and applicable in a wide variety of contexts. The course will cover both key microeconomic policy issues, such as externalities, public goods and principal-agent problems and macroeconomic issues such as unemployment, fiscal and monetary policies, international trade and finance and the determinants of long-run growth.
Teaching: A one-week modular teaching block.
Formative coursework: One mock examination will be provided.
Indicative reading: A full reading list will be distributed at the beginning of the course.
Assessment: Project (50%, 2000 words) and online assessment (50%).
Please note that online examinations take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise. Data analysis exercises are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

EC454E Half Unit
Development Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Robin Burgess LRB.R524 and Prof Oriana Bandiera LRB.R526
Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: Students must have completed Empirical Methods for Public Policy (EC455E) and Economic Policy Analysis (EC440E).

Course content: The main focus of this course is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include growth and poverty, governance and accountability, motivation of bureaucrats, firms and markets, determinants of productivity, jobs and labour markets, shocks and insurance, infrastructure, connectivity, education and health, trade and globalization, the value of exporting, delivering public services, incentivising teachers and health workers, environment and climate change, management of natural resources, taxation and state capacity. The emphasis will be on combining theory and data to evaluate the effectiveness of policies in these different areas.
Teaching: A one-week modular teaching block.
Formative coursework: One mock essay opportunity will be provided.
Indicative reading: A reading list will be distributed at the start of the course.
Assessment: Essay (50%, 2000 words) and online assessment (50%).
Please note that online examinations take place on the third Friday after module teaching concludes. Essays are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

EC455E Half Unit
Empirical Methods for Public Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Sturm and Dr Gregory Fischer
Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no formal pre-requisites, but recommended advance readings will be distributed ahead of the course. Familiarity with the material covered in the EMPA/ EMPP Mathematics and Statistics Refresher module is assumed.
Course content: The course introduces students to the quantitative evaluation of public policies. The focus of the course is on practical applications of techniques to test the effectiveness of public policy interventions. The course begins with an overview over the key benefits of randomized experiments in the evaluation of public policies. Next the course covers a number of techniques that are widely used in the evaluation of public policies, including difference-in-differences regressions, regression discontinuity approaches and matching. It concludes with an introduction to cost-benefit analysis.
Teaching: A one-week modular teaching block.
Formative coursework: One mock examination will be provided.
Indicative reading: A full reading list will be distributed at the beginning of the course.
Assessment: Project (50%, 2000 words) and online assessment (50%).
Please note that online examinations take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

EC4H8E Half Unit
Executive MPP Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Joachim Wehner and Dr Daniel Sturm
Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: Students will undertake a group project (in teams usually of 3 to 5 people) relating to a public policy problem faced by the Civil Service. The group will have a period of approximately 3 months to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.
Teaching: Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.
Formative coursework: Feedback will be provided on presentations of work-in-progress during the project duration.
Indicative reading: Readings that are specific to project work will be distributed at the beginning of the course. Useful preliminary reading includes: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Office for Government Commerce Common Causes of Project Failure (London: OGC, 2004); Strategy Survival Guide (London: Prime Minister's Strategy Unit. July 2004; C. R. Cook, Just Enough Project Management (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, Dynamics in Groups and Teams: Groups as Complex Action Systems, chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).
Assessment: Project (100%, 10000 words).
The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.
1) Presentation and submission of the project report to the client organisation. 20% of the marks are assigned by the client organisation.
2) Group project report. The main body of the report may not exceed 10,000 words and will be read by academic markers whose assessment will count for 60% of the final grade.
Additionally, each group member must write a personal reflection on their contribution to the group's work, to be submitted alongside the report. The reflection should be no more than 600 words, and should include specific details of the student's contributions to the project. The reflections should not be included in the report submitted to the client.
3) The final 20% of the marks are allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties) and (ii) group working and self-management as a team.

EC4J3E Half Unit
Public Policy in Practice Workshop III (EMPP)

This information is for the 2017/18 session.
Teacher responsible: Dr Joachim Wehner and Dr Daniel Sturm
Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.
Teaching: A three-day modular teaching block.
Formative coursework: One mock policy exercise will be offered.
Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.
Assessment: Essay (100%, 2000 words).
Assessment will consist of a 2,000 word reflective essay due 10

days after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

EU425E Half Unit

Interest groups, markets and democracy (modular)

This information is for the 2017/18 session.
Teacher responsible: Steve Coulter
Availability: This course is compulsory on the Executive MSc in Political Economy of Europe. This course is not available as an outside option.
Course content: The focus of this course is on the representation of interests in Europe, and their role in Economic policy-making. Students will analyse the main theoretical issues and selected empirical questions on how interests are differently organised across countries and at the EU level, on the interplay between interest representation and electoral politics, and on the policy outcome after interest intermediation. The objective is to understand the dynamics of economic policy-making in comparative perspective, with an emphasis on the globalisation period.
Teaching: The course will run between 11-15 April 2015.
Formative coursework: One essay.
Indicative reading: Olson, M. (1982). The rise and decline of nations: economic growth, stagflation, and social rigidities. New Haven ; London, Yale University Press; Dahl, R. A. (1989). Democracy and Its Critics. New Haven and London Yale University Press. Chapter 20, pp.280-298; Bouwen, P. (2004). " Exchanging access goods for access. A comparative study of business lobbying in the European Union institutions." European Journal of Political Research, 43: 337-369; Streeck, W. and Schmitter, P. (1991) 'From National Corporatism to Transnational Pluralism', Politics and Society, 19, 133-164; Patterson, Lee Ann (1997) "Agricultural Policy Reform in the European Community: A Three-Level Game Analysis." International Organization 51 (1): 135-65; Streeck, W. and Kenworthy, L. (2005) "Theories and Practices of Neocorporatism". In Janoski, T., Alford, R. R., Hicks, A. M. and Schwartz, M. A. (eds) The Handbook of Political Sociology, Cambridge: Cambridge University Press, pp. 441-460; Cusack, T. R. (1997). "Partisan politics and public finance: Changes in public spending in the industrialized democracies, 1955-1989." Public Choice 91: 374-395; Iversen, T. and D. Soskice (2006). "Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More Than Others." American Political Science Review 100(2): 165-181; Avdagic, S. and Colin Crouch (2006) "Organized Economic Interests: Diversity and Change in an Enlarged Europe." In Developments in European Politics, Paul Heywood, Erik Jones, Martin Rhodes, and Ulrich Sedelmeier (Eds.) Basingstoke and New York: Palgrave, 2006, p. 196-215.
Assessment: Essay (50%).
Take home exam (50%) in the ST.

EU443E Half Unit

European Capitalism(s) and the Global Economy

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Coulter COW 3.12
Availability: This course is compulsory on the Executive MSc in Political Economy of Europe. This course is not available as an outside option.
Course content: The course consists of two parts. In the first part we will discuss the basic arguments and methodological considerations of the Varieties of Capitalism literature and conduct a comparative analysis of the core issue areas in the political economy of contemporary capitalism: how capital, labour and product markets are structured. The second part will build on these thematic treatments to discuss the structure of and dynamics of the main Western, Southern and Central European models of capitalism.
Teaching: The course will run between 21-25 September 2015.
Formative coursework: One 2,000 word essay
Indicative reading: Peter A Hall & David Soskice (Eds), Varieties of Capitalism: The Institutional Foundations of Competitiveness. Oxford University Press, 2001; Hancké, Bob, Martin Rhodes and Mark Thatcher (eds.) 2007. Beyond Varieties of Capitalism: Conflict, contradiction and complementarities in the European Economy. (Oxford UP 2007) (henceforth HRT); Crouch, Colin, Capitalist Diversity and Change, Oxford University Press, 2005; Hancké, Bob (ed.), 2009, Debating Varieties of Capitalism: A Reader, Oxford UP.
Assessment: Essay (50%, 2000 words) in the LT.
Take home exam (50%) in the ST.

EU446E Half Unit

Economic Governance of EMU (modular)

This information is for the 2017/18 session.
Teacher responsible: Dr Corrado Macchiarelli
Availability: This course is compulsory on the Executive MSc in Political Economy of Europe. This course is not available as an outside option.
Course content: The purpose of this course is to analyse the process of European monetary integration and its implications for the institutions of economic governance in the EU. There will be a strong emphasis on using the experience of the financial and economic crises since 2008 as a source of evidence to assess both the performance of EMU and the theories about monetary integration. We consider briefly the political and economic rationale for the establishment of EMU and then examine in detail how these rationales played themselves out in practice (e.g. problems of free-riding, political exchange, information asymmetries between policymakers etc). Indicative questions addressed in this course include: how and why did the EU develop the EMU project?; did economic theories prepare us for the Euro area crisis of 2010-11?; what are the challenges for member states in adjusting to the discipline of the 'Euro-zone'?; what issues arise for the EU in managing relations between member states in the Euro-zone and those outside?; how does the Euro affect the ability of member states to adjust to periods of crisis and to external shocks?; is the sovereign debt crisis of 2010 indicative of imbalances within the EU and basic flaws in its institutional design?
Teaching: The course will run on 19th – 23rd June 2017
Formative coursework: One essay - 2,000 words
Indicative reading: Paul De Grauwe, The Economics of Monetary Union (Oxford University Press 2012, 7th ed.); Kenneth Dyson and Kevin Featherstone (1999), The Road to Maastricht, OUP; Special issue (2006): Economic Governance in EMU Revisited, Journal of Common Market Studies vol.44, No.4 (November); DG Ecfin (2009), Economic Crisis in Europe: Causes, Consequences and Responses, European Economy 7/2009; Jean Pisani-Ferry and Adam Posen (2009), The Euro at Ten: The Next Global Currency?, Peterson Institute for International Economics
Assessment: Essay (50%).
Take home exam (50%) in the ST.

EU449E Half Unit

Capitalism and Democracy in Central Europe (modular)

This information is for the 2017/18 session.
Teacher responsible: Dr Claire Gordon KSW 5.04
Availability: This course is compulsory on the Executive MSc in Political Economy of Europe. This course is not available as an

outside option.
Course content: The course applies concepts of political economy, economics and political science to its investigation of Central and Eastern Europe's evolution through post-communist transition to highly open, FDI-dependent emerging markets with 'European' expectations of welfare. Placing the region in the comparative context of both the EU15 and comparable emerging markets, the course investigates the ongoing challenges of political and institutional consolidation and the developmental consequences of the liberalization and FDI-led growth model of the 1990s/2000s. The course examines the emerging strengths and persistent weaknesses of these political economies and considers their implications for the region's emerging varieties of capitalism, relative international competitiveness and political stability.
Teaching: The course will run between 6-10 July 2015.
Formative coursework: One 2,000 word essay.
Indicative reading: J Kornai (1992) The Socialist System: The Political Economy of Communism, Princeton University Press; N Barr (ed.) (2005) Labor Markets and Social Policy in Central and Eastern Europe: The Accession and Beyond, Washington DC: The World Bank; H. Grabbe (2006) The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe, Basingstoke: Palgrave;; G Roland (2000) Transition and Economics: Politics, Markets and Firms, Cambridge MA: The MIT Press; Anna Grzymala-Busse (2007) Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies, Cambridge, New York: Cambridge University Press; Bohle, Dorothee and Bela Greskovits (2012) Capitalist Diversity on Europe's Periphery, Ithaca: Cornell University Press; Stephen Haggard and Robert R. Kaufmann, (2008) Development, Democracy and Welfare States: Latin America, East Asia and Eastern Europe, Princeton: Princeton University Press. Journals often cited: East European Politics and Society, Journal of Democracy, Economics of Transition and Europe-Asia Studies
Assessment: Essay (50%, 2000 words).
Take home exam (50%) in the MT.

EU452E
Key Issues in the Political Economy of Europe (modular)

This information is for the 2017/18 session.
Teacher responsible: Dr Robert Hancke COW 2.09
Availability: This course is compulsory on the Executive MSc in Political Economy of Europe. This course is not available as an outside option.
Course content: This course forms the core course of the Executive MSc Political Economy of Europe. It tries to understand how the relation between state and economy in both Western Europe and Central and Eastern Europe has evolved over the post-war period. Key debates in this regard include the demise of Keynesianism as fiscal intervention by government and of real existing socialism, as well as the crisis of monetarism. We also examine how the operation of the EU as a whole, the Single Market and the monetary union in particular, interact with the political economy of European states inside and in the neighbourhood of the Community. The course aims to provide students with both an analytical understanding of and a systematic treatment of empirical issues related to the evolution of the European political economy.
Topics include: State and economy in European economies; Economic theory and policy in Europe; The political economy of European integration; EU membership as a reform lever in post-communist Europe and in mature Western welfare states; EU enlargement; Monetary union and its crisis; the evolution of the Single Market.
Teaching: 27 hours of seminars in the MT. 27 hours of seminars in the LT.
Formative coursework: One 2,000 word individual essay, one project, plus a trial examination.
Indicative reading: Barry Eichengreen, The European economy since 1945: coordinated capitalism and beyond (Princeton University Press, 2007); Paul De Grauwe, The Economics of Monetary Union (Oxford University Press 2012, 7th ed.); Gérard Roland, Transition and Economics: politics, markets and firms (Cambridge MA: The MIT Press 2000); Ben Rosamond, Theories of European Integration, (New York: St Martin's Press 2000); Helen Wallace, Mark A. Pollack and Alasdair R. Young (eds.). Policy-making in the European Union (Oxford University Press 2010, 6th ed.); Bob Hancké, Martin Rhodes and Mark Thatcher, Beyond Varieties of Capitalism (Oxford University Press 2007).
Assessment: Essay (50%, 2000 words).
Take home exam (50%) in the ST.

EU453E Half Unit
The Political Economy of Welfare State Reform (modular)

This information is for the 2017/18 session.
Teacher responsible: Prof Waltraud Schelkle - Room: COW 1.06
Availability: This course is compulsory on the Executive MSc in Political Economy of Europe. This course is not available as an outside option.
Course content: The aim of the course is to apply concepts of economics and political economy to social policies in European welfare states. The seminars establish the theoretical context, summarise the findings of quantitative comparative case studies and discuss European experience in the context of broader international experience. They then build on these concepts and apply them to qualitative case studies of welfare state arrangements in member states, considering in particular the role of social policy legislation and coordination at the EU level. The course will provide students with the conceptual and empirical background to enable them to answer questions such as: What does economic theory and political economy tell us about the design of welfare states? How do social policies in European welfare states reconcile equity and efficiency? What drives or stalls reform dynamics in member states? What are the proper boundaries of EU social policy? Is the EU gradually developing into a social union, through international mobility and the portability of social entitlements?
Teaching: The Module will run between 12-16 September 2016.
Formative coursework: One formative essay - 2,000 words
Indicative reading: Barr, N. (2012) The Economics of the Welfare State, 5th ed., Oxford: Oxford UP; Leibfried, S (2010) European Social Policy: Left to Judges and the Market? In H Wallace, M Pollack and A.Young, Policy-Making in the European Union, ch 10 (or earlier edition); Pierson, P. (ed) (2001) The New Politics of the Welfare State, Oxford: Oxford University Press; Scharpf, F.W. and Schmidt, V.A. (eds.) (2000) Welfare and Work in the Open Economy, 2 vols, Oxford: Oxford University Press.
Assessment: Essay (50%, 2000 words).
Take home exam (50%) in the MT.

EU497E Half Unit
Dissertation

This information is for the 2017/18 session.
Availability: This course is compulsory on the Executive MSc in Political Economy of Europe. This course is not available as an outside option.
Course content: Students in the Executive MSc Political Economy of Europe are required to write a dissertation on a topic within the field of their programme. Preparation for the Dissertation will commence with a week-long seminar (9 x 3hours) on aspects of research, writing, etc., followed by at least two research proposal drafts within two-month intervals, including (virtual) office hours,

leading to a final dissertation project outline after 6 months (from December to July). The dissertation deadline is the second Monday in September of the second year.
Teaching: The course will run between 4-8 January 2016.
Assessment: Dissertation (100%).

FM405E Half Unit
Fixed Income Securities and Credit Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Peter Kondor
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).
Course content:
• Interest rate modelling and derivatives
• Credit risk
• Credit derivatives and risk management
This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management.
By the end of the course, the students will be familiar with the fixed income state of the art business practice and a variety of topics including (i) an analysis of the main products traded in the credit markets, such as Government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.
Teaching: 30 hours of lectures in the MT.
Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies. The following references can also be used to complement the reading material provided in the course pack: (i) Brigo, Damiano and Fabio Mercurio (2006). Interest Rate Models—Theory and Practice, with Smile, Inflation and Credit. Springer Verlag; (ii) Duffie, Darrell and Kenneth Singleton (2003). Credit risk. Pricing, management and measurement. Princeton University Press; (iii) Veronesi, Pietro (2010). Fixed Income Securities. John Wiley & Sons.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Coursework (20%) in the LT.

FM406E Half Unit
Topics in Portfolio Management

This information is for the 2017/18 session.
Teacher responsible: Dr Michela Verardo
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).
Course content:
• Balancing Risk and Risk Premia for the Construction of Optimal Portfolios
• Dynamic Investment Strategies
• Selecting and Monitoring Portfolio Managers
• Transactions costs and Liquidity Risk in Portfolio Construction
This course covers a wide range of topics in equity portfolio management, with a strong focus on empirical applications. The first part of the course starts with a theoretical and empirical overview of risk and risk premia in different segments of financial markets; it then focuses on the construction of optimal portfolios, with applications to equity, bond, and multi-asset portfolios.
The second part of the course introduces students to the implementation of several dynamic investment strategies, such as value, momentum, carry and others. The third part of the course focuses on selecting and monitoring mutual fund and hedge fund managers to form portfolios of managed funds. Finally, the course incorporates transactions costs and liquidity risk in the construction and evaluation of portfolios. The course is based on recent empirical studies and on applied exercises using financial data.
Teaching: 30 hours of lectures in the MT.
Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.
Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are Modern portfolio theory and investment analysis, by E. J. Elton, M. J.Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; Investments, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin; Modern investment management, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press.
Assessment: Exam (90%, duration: 2 hours) in the main exam period.
Coursework (10%) in the LT.

FM407E Half Unit
Mergers, Buyouts and Corporate Restructurings

This information is for the 2017/18 session.
Teacher responsible: Dr Vicente Cuñat
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).
Course content:
• Financial Analysis of Firms and Corporate Transactions
• Mergers, Acquisitions and Leveraged Buyouts
• Distress, Bankruptcy and Corporate Restructuring
This course covers advanced topics in Corporate Finance. It focuses on the strategy, valuation and execution of corporate deals. In particular, the first part of the course covers mergers, divestitures, partial-divestitures (e.g. equity carve outs) and leveraged buyouts. The second part of the course provides a framework of analysis for the resolution of financial distress and bankruptcy. Each of the topics introduced in this course covers both institutional details and results of relevant academic research. It is furthermore supported by case studies and practitioner talks.
Teaching: 30 hours of lectures in the LT
Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.
Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.
Assessment: Exam (70%, duration: 2 hours) in the main exam period.
Project (30%) in the LT.

FM408E Half Unit
Financial Engineering

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Pierre Zigrand
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

Pre-requisites: Students will be expected to show some familiarity with calculus and statistics.
Course content: Provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity and volatility derivatives and to structured products.
This syllabus lists and describes the topics covered in this course. In a nutshell, the course aims to cover the basics in derivatives theory, and to apply them to a multitude of financial securities and structured products, with a special emphasis on recent products in the equity and volatility derivative worlds. We review selected case studies in order to gain a better understanding of their practical usage. We also implement the models numerically in R and VBA.
Teaching: 30 hours of lectures in the MT.
Indicative reading: Based on a set of extensive lecture notes. No one book covers the material of the entire course. Books recommended include The Volatility Surface: A Practitioner's Guide, 2nd Edition, by Jim Gatheral, Option Pricing Models and Volatility by Maurice Rouah and Gregory Vainberg, Derivatives Markets, 2nd edition" by Robert McDonald, Options, Futures and Other Derivatives by John Hull, Principles of Financial Engineering by Salih Neftci as well as Keith Cuthbertson and Dirk Nitzsche's Financial Engineering.
Assessment: Exam (80%, duration: 2 hours) in the main exam period.
Project (20%) in the LT.

FM409E Half Unit
Risk Management in Financial Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Christian Julliard
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).
Course content:
• Hedging in equity and fixed income markets
• Market Risk, Value at Risk and Expected Shortfall
• Endogenous Risk and Limits to Arbitrage
• Credit risk and structured products
The aim of this course is to give an introduction to the analysis and management of risk within financial markets.The objective of the course is to develop a conceptual framework for thinking about financial risk and to show how these concepts are implemented in practice in a variety of contexts. First, the course gives an overview of risk management in the context of portfolios of fixed income securities and derivatives. Next, will discuss the implementation and the merits of Value at Risk measures. We will spend some time on endogenous risk and limits to arbitrage. In the context of credit risk we will cover ratings based and structural models, as well as credit risk on portfolios and credit derivatives. A final topic covers regulation and the recent credit crisis. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Some limitations of current approaches are also discussed.
Teaching: 30 hours of lectures in the LT.
Formative coursework: Problem sets. In addition, students will have the opportunity to present the results of a case study to the class.
Indicative reading: Course readings will vary from year to year depending upon the topics covered. The main reference is: John C. Hull, Risk Management and Financial Institutions, Wiley, 2015, 4th edition.
Additional useful references are: Michel Crouhy, Dan Galai and Robert Mark, Risk Management, McGraw-Hill, 2001. Philippe Jorion, Value at Risk, McGraw-Hill, 2007, 3rd edition. Jon Danielsson, Financial Risk Forecasting, Wiley, 2011. John C. Hull, Options, Futures and Other Derivatives, Pearson, 2012, 8th edition. Darrell Duffie and Ken Singleton, Credit Risk, Princeton University Press, 2003.
Assessment: Exam (90%, duration: 2 hours) in the main exam period.
Coursework (5%) and presentation (5%) in the MT.

FM414E Half Unit
Corporate Investment and Financial Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Ulf Axelson
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).
Course content:
• Supporting the firm's strategy with Long-term and short-term financial management
• Real options and strategic investment decisions
• Family firms, IPOs, and corporate governance
• Risk management, International valuation, and currency exposure
A case based course aimed at deepening the understanding of how to apply corporate finance concepts in a wide variety of business situations. In particular, we will try to build on concepts in business strategy, valuation techniques, and capital structure theories covered in previous courses, and see how to apply those tools in a systematic and rigorous way when approaching complicated real-life corporate finance problems. Examples of topics include working capital management, capital structure, risk management, real options, initial public offerings, international corporate finance, and family firms. Students will have to read up on cases before class and be prepared to discuss them interactively in class.
Teaching: 30 hours of seminars in the MT.
Formative coursework: 5 formative case study assignments (similar to summative cases).
Indicative reading: Berk and DeMarzo, "Corporate Finance"
-Around 10 case studies
-A number of related scientific articles, including:
Opler, Tim, M. Saron, & S. Titman, 1997, "Designing Capital Structure to Create Shareholder Value," Journal of Applied Corporate Finance 10.1, 21-32 Bodily, Samuel E., 2005, "Real Options", Darden case study UV0433-PDF-ENG. Froot, Kenneth, David Scharfstein, and Jeremy Stein, 1994, "A Framework for Risk Management," Harvard Business Review 72, (November-December 1994): 59-71. James, Mimi, and Timothy M. Koller, "Valuation in Emerging Markets," McKinsey Quarterly 2000:4
Assessment: Exam (70%, duration: 2 hours and 30 minutes) in the main exam period.
Coursework (20%) and class participation (10%) in the LT.

FM422E
Corporate Finance

This information is for the 2017/18 session.
Teacher responsible: Professor Amil Dasgupta
Dr Dirk Jenter
Availability: This course is compulsory on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.
Course content:
• Financing
• Valuation
This core course provides a broad introduction to the key issues in corporate finance. The first half of the course, the Financing Module, investigates how companies should finance their activities by issuing securities (debt, equity, and convertible claims) and

the interaction of business policy with financial policy. The aim is to understand what factors determine optimal capital structure and how the interplay of these factors can affect financing decisions in a way that creates value. The second half of the course, the Valuation Module, covers firm and project valuation and establishes how companies should select among investable assets. The module focuses on fundamental valuation techniques based on discounting future cash flows. The course goes on to introduce further valuations methods, such as real options analysis, as well as key applications of valuation concepts to major corporate decisions such as mergers and acquisition and initial public offerings. The course interweaves key conceptual material with a series of cases.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.
Indicative reading: The recommended textbooks for this course are Berk and DeMarzo, Corporate Finance and Higgins, Analysis for Financial Management. Other recommended readings from relevant journal articles will be included in a study pack.
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
In class assessment (20%) in the MT and LT.

FM423E
Asset Markets

This information is for the 2017/18 session.
Teacher responsible: Dr Dong Lou and Dr Igor Makarov
Availability: This course is compulsory on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.
Course content: • Investments and Securities Valuation
• Portfolio choice and performance evaluation
• Derivatives
The aim of the course is to familiarize students with the workings of financial markets, and equip them with the fundamental tools of asset valuation. The course will focus on the three main asset classes - fixed income, stocks, and derivatives - giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds. These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor models will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.
Indicative reading: The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, Corporate Finance, 3rd Global Edition, Pearson International, and Bodie, Kane, and Marcus, Investments, 10th Edition, McGraw Hill. Other recommended readings and case studies will be included in a study pack.
Assessment: Exam (80%, duration: 3 hours) in the main exam period.
In class assessment (10%) in the MT.
In class assessment (10%) in the LT.

FM447 Half Unit
Global Financial Systems

This information is for the 2017/18 session.
Teacher responsible: Dr Jon Danielsson
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Finance (part-time) and MSc in Finance and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Students should have a strong background in microeconomics, and be comfortable with formal arguments.
Course content: This course examines the academic and policy debates on the operation of the global financial system. The course will aim to be topical, where the analysis of the issues will be based on economic arguments. The course begins with analysis of systemic risk, followed by an overview of important financial crisis and key institutions. Several theories of financial crises are then developed in some detail, and are assessed by reference to historical experience, The course concludes by analysis of the crises from 2007, including the latest policy and regulatory developments as well as the current situation in the European crisis.
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students are expected to attempt the problem sets and essay questions set in the classes.
Indicative reading: Most material will be provided by the book Global Financial Systems (www.globalfinancialsystems.org), by Jon Danielsson, published by Pearson
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM472 Half Unit
International Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Elisabetta Bertero
Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Private Equity, MSc in Financial Mathematics and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.
(Permission required from the course leader). Interested graduate students enrolled in any programme not listed above must email the course leader to ask for permission. The email must include the list of finance and economics courses taken during their previous studies and the motivation for wanting to take the course. Only once this specific information is received by the course leader, the course request on Lse For You will be considered.
Course content: This course examines key issues in international finance, focusing on recent developments and incorporating theoretical, empirical, policy and institutional dimensions. The course uses exchange rates as a unifying theme and considers them from four perspectives: theory, policy, global risk and international investors. The course examines models of exchange rate determination and related empirical evidence. It analyses the

choice and coordination of exchange rate regimes, including the European Monetary Union. It examines exchange rates as one of the sources of global financial instability. It considers the risk exposure for investors arising from exchange rate volatility and its hedging with currency instruments. The course also explores the links, in each area, to current developments such as the internationalisation of the Chinese Renminbi, the EMU sovereign debt crisis, the recent financial crisis and global imbalances, forex carry trades and the high volatility of short term exchange rates.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students are required to undertake a group research project on a given topic in international finance.
Indicative reading: A selection of journal articles; background reading from a textbook such as Keith Pilbeam International Finance (Palgrave, 2013, 4th edition)
Assessment: Exam (100%, duration: 2 hours) in the main exam period.

FM475 Half Unit
Financial Management (modular)

This information is for the 2017/18 session.
Teacher responsible: Prof Daniel Ferreira CON2.07
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
The information in this course guide pertains to the 2017-2019 cohort.
Course content: The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students to address topical issues that modern corporations face. In particular, the course builds on concepts in business strategy, valuation techniques, and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial management, the course focuses on corporate finance and business valuation. Topics such as mergers and acquisitions and initial public offerings will also be covered.
Teaching: Taught during module three - 10 interactive lectures of 3 hours each (9-21 April 2018):
1. Introduction to financial management
2. Debt and equity
3. Capital structure – Case discussion
4. Tax shields – Case discussion
5. Capital markets and the pricing of risk
6. Initial public offerings – Case Discussion
7. Valuation – Discounted Cash Flow techniques
8. Valuation – Practical aspects
9. Mergers and Acquisitions
10. Valuing companies – Case discussion

Formative coursework: Feedback on class participation.
Indicative reading: The recommended textbook for this course is Higgins, Analysis for Financial Management, 9th Edition and a pack of business case studies.
Assessment: Essay (20%, 1500 words), project (65%) and class participation (15%).
The essay is an assessed 1,500 word group essay.
The project is a take-home individual project.

FM4T4E Half Unit
Corporate Investment and Financial Policy - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Prof Ulf Axelson
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Course content: See entry for FM414E.
Teaching: 30 hours of seminars in the LT.
Assessment: Dissertation (70%, 6000 words) and coursework (30%) in the ST.
6,000 word dissertation in lieu of examination (70%) on a topic to be agreed with the course teacher, and coursework (30%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4T6E Half Unit
Topics in Portfolio Management - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Michela Verardo
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Students must have completed Topics in Portfolio Management (FM406E).
Course content: See entry for FM406E.
Teaching: 30 hours of seminars in the MT.
Assessment: Essay (90%, 6000 words) and coursework (10%) in the ST.
6,000 word dissertation in lieu of exam (90%) on a topic to be agreed with the course teacher, and coursework (10%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4T7 Half Unit
Global Financial Systems - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Jon Danielsson
Availability: This course is available on the MSc in Finance (part-time) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM447
Teaching: 20 hours of lectures and 10 hours of seminars in the MT.
Assessment: Dissertation (100%, 6000 words) in the ST.
6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.
Please note that MSc Finance and Economics students can submit a dissertation of 6,000-10,000 words.

FM4T8E Half Unit
Financial Engineering - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Pierre Zigrand
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Course content: See entry for FM408E.
Teaching: 30 hours of lectures in the MT.
Assessment: Dissertation (80%, 6000 words) and coursework (20%) in the ST.
6,000 word dissertation in lieu of examination (80%) on a topic to be agreed with the course teacher, and coursework (20%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4T9 Half Unit
International Finance - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Elisabetta Bertero
Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (part-time) and MSc in Finance and Economics. This course is not available as an outside option.
Course content: See entry for FM472
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Assessment: Dissertation (100%, 6000 words) in the ST.
6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018. Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,000 words.

FM4U5E Half Unit
Fixed Income Securities and Credit Markets - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Peter Kondor
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Course content: See entry for FM405E.
Teaching: 30 hours of lectures in the MT.
Assessment: Dissertation (80%, 6000 words) and coursework (20%) in the ST.
6,000 word dissertation in lieu of exam (80%) on a topic to be agreed with the course teacher, and coursework (20%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Deadline is June 2018.

FM4U7E Half Unit
Mergers, Buyouts and Corporate Restructurings - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Vicente Cuñat
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Pre-requisites: Students must have completed Mergers, Buyouts and Corporate Restructurings (FM407).
Course content: See entry for FM407E.
Teaching: 30 hours of seminars in the LT.
Assessment: Dissertation (70%, 6000 words) and coursework (30%) in the ST.
6,000 word dissertation in lieu of exam (70%) on a topic to be agreed with the course teacher, and coursework (30%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor.

FM4U9E Half Unit
Risk Management in Financial Markets - Dissertation

This information is for the 2017/18 session.
Teacher responsible: Dr Christian Julliard
Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.
Course content: See entry for FM409E.
Teaching: 30 hours of lectures in the LT.
Assessment: Dissertation (90%, 6000 words) and coursework (10%) in the ST.
6,000 word dissertation in lieu of examination (90%) on a topic to be agreed with the course teacher, and coursework (10%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission Deadline: June 2018.

GV478E Half Unit
Political Science and Public Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Simon Hix CON3.07
Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.
Course content: This course introduces students to core concepts and problems in politics and policymaking. Among the questions we address: What determines political preferences and electoral outcomes? How are interests represented? How do political institutions shape policy outcomes? We focus on tools that students should be able to apply broadly in analyzing the political world.
Teaching: A one-week modular teaching block.
Formative coursework: One mock examination will be provided.
Indicative reading: Analyzing Politics: Rationality, Behavior and Instititutions by Kenneth Shepsle (W.W. Norton, 2nd edition, 2010) is an excellent starting point and reference for many topics. A full reading list will be distributed at the beginning of the course.
Assessment: Essay (50%, 2000 words) and online assessment (50%).
Please note that online examinations take place on the third Friday after the module teaching concludes. Assessed essays are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

GV488E Half Unit
Regulatory Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Martin Lodge CON3.08
Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.
Course content: The course examines contemporary issues in regulation in OECD countries and elsewhere. The focus is on exploring competing approaches towards regulation in the context of different domains, ranging from utility, environmental to health and safety regulation. Particular attention will be paid to issues such as institutional design, enforcement and compliance, as well as the relationship between politicians, regulators, business and other actors. Topics include institutional design, development and regulation, standard-setting, enforcement, 'better regulation', and accountability.
Teaching: A one-week modular teaching block.
Formative coursework: One mock examination opportunity will be provided.
Indicative reading: Managing Regulation by Martin Lodge and Kai Wegrich (Palgrave, 2012) introduces key themes. A different introduction is Understanding Regulation by Robert Baldwin, Martin Cave and Martin Lodge (Oxford University Press, second

edition, 2012)
Assessment: Essay (50%, 2000 words) and online assessment (50%).
A 2,000 word assessed essay (50%) and an online examination (50%). Please note that online examinations take place on the third Friday after module teaching concludes. Assessed essays are due on the sixth Friday after module teaching concludes. Further details will be provided at the EMPA/ Executive MPP programme inductions.

GV4E4E Half Unit
Fiscal Governance and Budgeting

This information is for the 2017/18 session.
Teacher responsible: Dr Joachim Wehner
Dr Paolo de Renzio
Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.
Course content: The course examines contemporary issues in fiscal governance and public budgeting in OECD countries and elsewhere. The focus is on executive and legislative actors and the institutional structures within which they make budgetary choices. Following an introduction to theoretical approaches to the study of budgeting, topics include medium-term frameworks, top-down budgeting, fiscal rules and fiscal councils, performance budgeting, legislative budgeting, fiscal decentralisation, budget transparency, audit and accountability.
Teaching: A one-week modular teaching block.
Formative coursework: One mock examination opportunity will be provided.
Indicative reading: Fiscal Governance in Europe by Mark Hallerberg, Rolf Strauch and Jürgen von Hagen (Cambridge University Press, 2009) introduces an important theoretical approach and is a good reference for several topics. The OECD Journal on Budgeting http://www.oecd.org/gov/budget/journal discusses current issues in applied budgeting. A full reading list will be distributed at the beginning of the course.
Assessment: Essay (50%, 2000 words) and online assessment (50%).
Please note that online examinations take place on the third Friday after module teaching concludes. Essays are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

GV4G8E Half Unit
Public Policy in Practice Workshop I (EMPA)

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Sturm 32L2.25 and Dr Joachim Wehner CON4.10
Availability: This course is compulsory on the Executive Master of Public Administration . This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.
Teaching: A three-day modular teaching block.
Formative coursework: One optional mock policy exercise will be provided.
Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.
Assessment: Project (100%, 3000 words).
Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

GV4G9E Half Unit
Public Policy in Practice Workshop II (EMPA)

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Sturm 32L2.25 and Dr Joachim Wehner CON4.10
Availability: This course is compulsory on the Executive Master of Public Administration . This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.
Teaching: A three-day modular teaching block.
Formative coursework: One optional mock policy exercise will be provided.
Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.
Assessment: Project (100%, 3000 words).
Assessment will consist of a 3,000 policy exercise. Policy exercises are usually due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

GV4H8E Half Unit
Executive MPP Capstone Project

This information is for the 2017/18 session.
Teacher responsible: Dr Joachim Wehner and Dr Daniel Sturm
Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: Students will undertake a group project (in teams usually of 3 to 5 people) relating to a public policy problem faced by the Civil Service. The group will have a period of approximately 3 months to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.
Teaching: Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.
Formative coursework: Feedback will be provided on presentations of work-in-progress during the project duration.
Indicative reading: Readings that are specific to project work will be distributed at the beginning of the course. Useful preliminary reading includes: Charles E. Lindblom and David K. Cohen, Social Science and Social Problem Solving (New Haven: Yale University Press, 1979; Martha S. Feldman, Order Without Design: Information Production and Policy-making (Stanford, CA: Stanford University Press, 1989); Ray Pawson, Evidence-based Policy: A Realist Perspective (London: Sage, 2006); Office for Government Commerce Common Causes of Project Failure (London: OGC, 2004); Strategy Survival Guide (London: Prime Minister's Strategy Unit. July 2004; C. R. Cook, Just Enough Project Management

(McGraw-Hill, 2004); J. E. McGrath and F. Tschan, Dynamics in Groups and Teams: Groups as Complex Action Systems, chapter three in M. S. Poole and A. H. Van de Ven (eds) Handbook of Organizational Change and Innovation (Oxford University Press, 2004).
Assessment: Project (100%, 10000 words).
The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.
1) Presentation and submission of the project report to the client organisation. 20% of the marks are assigned by the client organisation.
2) Group project report. The main body of the report may not exceed 10,000 words and will be read by academic markers whose assessment will count for 60% of the final grade.
Additionally, each group member must write a personal reflection on their contribution to the group's work, to be submitted alongside the report. The reflection should be no more than 600 words, and should include specific details of the student's contributions to the project. The reflections should not be included in the report submitted to the client.
3) The final 20% of the marks are allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties) and (ii) group working and self-management as a team.

GV4J1E Half Unit
Public Policy in Practice Workshop I (EMPP)

This information is for the 2017/18 session.
Teacher responsible: Dr Joachim Wehner and Dr Daniel Sturm
Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.
Teaching: A three-day modular teaching block.
Formative coursework: One mock policy exercise will be offered.
Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.
Assessment: Essay (100%, 3000 words).
Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

GV4J2E Half Unit
Public Policy in Practice Workshop II (EMPP)

This information is for the 2017/18 session.
Teacher responsible: Dr Joachim Wehner and Dr Daniel Sturm
Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no pre-requisites for this course.
Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.
Teaching: A three-day modular teaching block.
Formative coursework: One mock policy exercise will be offered.
Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.
Assessment: Essay (100%, 3000 words).
Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

GV4V8E Half Unit
Policy Paper

This information is for the 2017/18 session.
Teacher responsible: Dr Daniel Sturm and Dr Joachim Wehner
Participating students will be assigned an academic supervisor with relevant knowledge of the topic and supervision experience.
Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.
Pre-requisites: There are no formal pre-requisites but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors.
Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. Executive MPA/ EMPP students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with an Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.
Teaching: The student's Academic Adviser will provide advice and guidance on this piece of work as required during the duration of the assessment.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT, LT and ST.
A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted well in advance of the assessment deadline. Students may only change their topic thereafter with the agreement of the Academic Adviser/ Programme Directors. Students will be given feedback on their proposal.
Indicative reading: A suitable programme of reading will be developed in consultation with the Academic Adviser. Useful background readings may include: Eugene Bardach, A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 4th ed. (CQ Press, 20121); Catherine F. Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process, 3rd ed. (Oxford University Press, 2012). Charles Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving (Yale University Press, 1979). Philip E. Tetlock, Expert Political Judgment: How Good Is It? How Can We Know? (Princeton University Press, 2006).
Assessment: Other (100%) in the MT, LT and ST.
6,000 word policy paper

HP4A1E Half Unit
Financing Health Care

This information is for the 2017/18 session.
Teacher responsible: Prof Elias Mossialos COW.4.08
Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: This course aims to give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in European countries, but the general principles studied apply internationally.
By the end of the course students will have:
- a grasp of the economic, political and philosophical concepts relevant to any discussion of health financing policy
- a good understanding of how financing arrangements affect the achievement of key health financing policy goals such as financial protection, equity in financing and equity of access to health care, incentives for efficiency and quality in the organization and delivery of health services, administrative efficiency, transparency and accountability
- the skills to critically assess current health financing arrangements and options for reform
- an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing mechanisms; the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.

Teaching: 11 hours of lectures in total and 4 seminars (1.5 hours each).
Formative coursework: Students will sit a progress test in their own time. This will involve writing an essay under exam conditions. Their seminar leader will mark the essay and provide a mark and written feedback.
Indicative reading: WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010); E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002); J Kutzin, Health financing policy: a guide for decision-makers, World Health Organization (2008); T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009)
Students will be given access to essential readings before the course begins through the pre-sessional reading programme on Moodle. They will be expected to read these prior to the first day of class.
Assessment: Take home exam (100%) in the ST.

HP4A2E Half Unit
Health Administration and Management

This information is for the 2017/18 session.
Teacher responsible: Dr Irene Papanicolas COWG.04
Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: This course is intended to provide the student an orientation and overview on managing organizations within health systems. The governance, execution, information management, quality of care, and sustaining human resources will be discussed, including an examination of the uses of accounting and other forms of reporting to manage health services. This is an introductory course, appropriate for students with no formal inpatient health care management experience. The course will cover the following topics: principle responsibilities of a health care system and organizations within the system; issues and strategies for enabling health care organizations to be responsive to their environment; concepts for supporting and implementing governance decisions; strategies for performance measurement and information, and analytical activities related to planning, finance, and information needs; characteristics and development of systems to assure quality of clinical services.
Teaching: 10 hours of lectures and 10 hours of seminars.
Formative coursework: Formative essay.
Indicative reading: The following are some of the background readings for the course:
Julian Le Grand, The Other Invisible Hand; Woodstock: Princeton University Press, 2007, David Hunter, The Health Debate, The Policy Press, 2008., Henry Mintzberg, "Structures in 5's: A Synthesis of Research on Organization Design," Management Science, 26 (3): 322-341 (1980)., C.S. Chapman, D.J. Cooper and P. Miller (eds), Accounting, Organizations and Institutions. Oxford: Oxford University Press.
Assessment: Essay (100%, 3000 words) in August.

HP4A3E Half Unit
Resource Allocation and Cost-effectiveness Analysis

This information is for the 2017/18 session.
Teacher responsible: Mr Gareth Hopkin
In addition, Professor M Drummond (Professor of Health Economics, University of York) will be teaching on the course.
Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: The aim is to give an overview of the theory underlying economic evaluation as applied to the health care sector; to consider the different forms of economic evaluation; to give an understanding of the techniques associated with economic evaluation as applied to health care; to give an understanding of the interpretation of the results gained from economic evaluation; to provide the main practical tools necessary to undertake economic evaluation using computer-based programs. The course will cover the following topics: Conceptual rationales for economic evaluation in the health care sector (Pareto efficiency, Social Welfare, extra-welfarism and decision-making); Introduction to the methods of economic evaluation: cost-effectiveness analysis, cost-utility analysis, and Cost-benefit analysis; Cost data; Incremental cost-effectiveness analysis; Quality Adjusted Life Years gained and other outcome measures; Discounting; Uncertainty and sensitivity analysis; Economic evaluation and clinical trials; Policy decision-making using economic evaluation.
Teaching: 10 hours of lectures and 10 hours of seminars, including computer-based practical workshops.
Formative coursework: Mock exam given after teaching session with feedback from course organiser.
Indicative reading: M Drummond et al, Methods for the Economic Evaluation of Health Care Programmes, Oxford, OUP, 2015, fourth edition. M Drummond & A McGuire (Eds), Economic Evaluation in Health Care: Merging Theory with Practice, Oxford, OUP, 2002. Gray, A. Clarke, P.M, Wolstenholme, P., Wordsworth, S. Applied Methods of Cost-effectiveness Analysis in Healthcare (Handbooks in Health Economic Evaluation), Oxford, OUP, 2011.
Students will be given access to essential readings before the course begins through the pre-sessional reading programme on Moodle, which they will be expected to read prior to the first day of class.
Assessment: Take home exam (100%) in August.

HP4A4E Half Unit
Health Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Alistair Mcguire COW4.05
Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: Distinction between health and health care. Nature of health care as an economic commodity. How markets and insurance markets work, and how they can fail for health care and health insurance.. Incentive mechanisms and principal-agent relationships in health care. Yardstick competition and Diagnostic Related Group payment schemes. Labour markets in health care. Economic evaluation as a regulatory tool.
Teaching: 12 hours of lectures and 10 hours of seminars in the MT.
Indicative reading: The following is a basic reading list for the course: S Folland, A C Goodman & M Stano, The Economics of Health and Health Care (3rd edn), Prentice Hall, 2001; B McPake, L Kumaranayake & C Normand, Health Economics - An International Perspective, Routledge, 2002.
Students will be given access to essential readings before the course begins through the pre-sessional reading programme on Moodle, which they will be expected to read prior to the first day of class.
Assessment: Take home exam (100%) in the ST.

HP4B1E Half Unit
Pharmaceutical Economics and Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Panagiotis Kanavos COW3.08
Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: The aim of this course it to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly.

- To provide students with an understanding of basic features of pharmaceutical markets and how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- To illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.
- To introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

Teaching: The course will comprise 10 x 1-hour interactive lectures, 1 x 1-hour revision session and 5 x 2-hour interactive seminars, where students will discuss specific case studies.
Formative coursework: A 2000 word formative essay, to mirror an exam question, to be written during seminar time.
Indicative reading: E Mossialos, M Mrazek & T Walley (eds), Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality, Buckingham, Open University Press (2004); S O Schweitzer, Pharmaceutical Economics and Policy, Oxford University Press (2006); W S Comanor, 'The Political Economy of the Pharmaceutical Industry', Journal of Economic Literature, XXIV (September): 1178-1217 (1986); F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), Handbook of Health Economics, Vol 1, Amsterdam, Oxford, Elsevier, 2000.
Students will be given access to essential readings before the course begins through the pre-sessional reading programme on Moodle, which they will be expected to read prior to the first day of class.
Assessment: Take home exam (100%) in the ST.
This is the same course as SA427 Pharmaceutical Economics and Policy (H) but it has different teaching and assessment arrangements.

HP4B2E Half Unit
Health Care Quality Management

This information is for the 2017/18 session.
Teacher responsible: Dr Irene Papanicolas COW.G.04
This course will be led by Dr. Michael Holland, Medical Director and Consultant Psychiatrist, South London and Maudsley NHS Foundation Trust.
Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: An introduction and overview of quality improvement methodology as used in healthcare settings internationally. The course will cover the following areas:
1) History of quality management: The course will start with an overview of key theories in quality management such as those described Taylor, Shewhart, Deming and Juran. An overview of quality assurance systems used in healthcare, such as ISO 9000, Magnet, Baldridge award and their role in quality improvement. It will also include a discussion and overview of value-based healthcare.
2) A critical assessment of the mainstream schools of thought of quality as part of the production process - this will include a study of the relationship between supply chain procurement management and quality as well as the requirements for good production models and the critique of evidence-based decision-making in the clinical setting
3) Quantitative methods in quality management - This course will examine a number of tools for quality management purposes - both how to do them as well as how they fit into the various schools of thought on quality management. It will cover statistical process control which is a method of statistical analysis of time series data that is used in quality management. This method shows whether there is variability in processes and gives the user an ability to both measure improvements and declines in performance of both processes and outcomes and to understand whether processes are performing within acceptable limits. An overview of the quality improvement methodology known as Design of Experiments will also be given. The role of case mix adjustment in quality assessment will also be discussed.
4) Process Mapping - Understanding the value and power of mapping processes both at a systems level and at the individual process level. They will also be given an example of a process map from a healthcare environment to work on optimising.
5) Theories of capacity and flow management and examples of this in both in-patient and outpatient settings will be discussed. This will also include how DRG/HRG payment has a role within organisations of capacity management.

6) A critical overview of Lean, Six Sigma and Model for Improvement. While these models can be useful in healthcare management, these are not deep philosophies of organisation and many of the things which make healthcare unique (e.g. asymmetry of information, difficulty of measuring quality, patient behaviour and societal preferences for fairness) are sometimes not accounted for in these models.
Teaching: 5 lectures (5 x 2 hours) and 5 workshops (5 x 2 hours). The 5 workshops will focus on analysing case studies with of view of giving students a practical understanding of approaches to quality management in healthcare settings.
Formative coursework: A case study will be provided for the students to analyse and write an essay answering questions relating to it. Feedback will be provided on this essay by the seminar leader.
Indicative reading: Donabedian, A. (1966). "Evaluating the quality of medical care." The Millbank Memorial Fund Quarterly 44(3): 166-203. Hackman, J. Richard, and Ruth Wageman (1995), "Total Quality Management: Empirical, Conceptual, and Practical Issues," Administrative Science Quarterly 40 (2): 309-342. Garvin, David A. "Competing on the Eight Dimensions of Quality." Harvard Business Review 65, no. 6 (November-December 1987). Going Lean in Health Care. IHI Innovation Series white paper. Cambridge, MA: Institute for Healthcare Improvement; 2005. Langley, Moen, Nolan et al., 2009, The Improvement Guide, 2nd Edition (Wiley). Morton, A. and J. Cornwell (2009). "What's the difference between a hospital and a bottling factory?" British Medical Journal 339: 428-430. Crossing the Quality Chasm - Institute of Medicine, 2001. S Spear and H Kent Bowen; Harvard Business Review, Sept- Oct 1999; 97-106; Decoding the DNA of the Toyota Production system. To Err is Human - Institute of Medicine, 2000. Understanding variation - D Wheeler, 1993. The Machine that changed the world - Womack JP, Jones DT and Roos D, 2007. M.E. Porter and T. H. Lee; Harvard Business Review, Oct 2013; The Strategy That Will Fix Health Care
Assessment: Essay (50%, 2500 words) and essay (50%, 2500 words).
Two 2,500 word case study essays (50% each)

HP4B3E Half Unit
Measuring Health System Performance

This information is for the 2017/18 session.
Teacher responsible: Dr Irene Papanicolas COWG.04
Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.
After taking this course students are expected to:
- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

Teaching: 2 lectures (2 hours), 4 lectures (1.5 hours) and 5 seminars (2 hours).
Formative coursework: In-class exercise during seminar time. Students will receive feedback on it from their seminar leader after completion.
Indicative reading: Papanicolas I and Smith PC (Eds), Health System Performance Comparison: An agenda for policy, information and research. Maidenhead: Open University Press, 2013. PC Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), Performance measurement for health system improvement: experiences, challenges and prospects. Cambridge University Press, 2010; Institute of Medicine, Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC, National Academies Press, 2001; OECD, Measuring up: improving health system performance in OECD countries. Paris: OECD, 2002. World Health Organization (WHO), (2000) The world health report 2000:Health systems: Improving performance, Geneva: WHO Publications
Students will be given access to essential readings before the course begins through the pre-sessional reading programme on Moodle, which they will be expected to read prior to the first day of class.
Assessment: Essay (75%, 3000 words) and in class assessment (25%).
In-class assessment (25%) and assessed piece of coursework (75%). In-class assessment on a presentation where students apply principles taught to construct an argument around a theory-based question informed from real world data. They would be assessed on their presentation as well as their ability to apply the conceptual material taught in class to practical data. Coursework is the production of a report where students are asked to evaluate and interpret key performance data for a particular country.

HP4B4E Half Unit
Principles of Evidence-Based Medicine and Clinical Trials

This information is for the 2017/18 session.
Teacher responsible: Dr Grace Lordan OLD.2.26
In addition, Professor Allan Hackshaw (Deputy Director, Cancer Research UK and UCL Cancer Trials Centre, UCL) will be teaching on this course.
Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: A large amount of medical research is conducted, with variable quality. Also, health claims are frequently reported in the media, and it can be difficult to determine which is based on reliable evidence and which is not. It is therefore essential to be able to interpret study results and conclusions appropriately, in order to change clinical practice or develop public health policy. This is achieved by Evidence-Based Medicine. The module will enable students to evaluate risk factors for disease or early death, and methods of disease prevention or treatment.
The module will provide students with practical skills in the following key areas:
- Understanding the different types of research that can be conducted in humans and their strengths and limitations, i.e. observational studies and a focus on clinical trials.
- Interpreting research results and conclusions using aspects of epidemiology and medical statistics, and how to communicate study findings.
- Reading and understanding published journal articles or pharmaceutical company reports.
- Examining the efficacy and safety of health care interventions (an important part of a complete health economic evaluation of a clinical trial).
- Familiarity with systematic reviews (i.e. how several studies are combined, and the importance of looking at the evidence as a whole).

Teaching: 10 interactive seminars/workshops, each 2-3 hours long.

Formative coursework: Students will be given two short exercises before the course begins, via Moodle, to help prepare for the course. The tutor will go over these during the contact week, and address any queries from the students. However, detailed written answers are provided, so the students can access these if they undertake any of the exercises after the contact week. The tutor is also available for one-to-one email contact with any student.
Indicative reading: - Hackshaw A. A concise guide to clinical trials. BMJ Books, Wiley-Blackwell, first edition 2009.
- Hackshaw A. A concise guide to observational studies in healthcare. BMJ Books, Wiley-Blackwell, first edition 2015.
- Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine. BMJ Books, Wiley-Blackwell, fourth edition, 2010.

Students will be given access to essential readings before the course begins through the pre-sessional reading programme on Moodle.
Assessment: Other (50%) and other (50%) in the LT.
There will be two pieces of coursework based on a clinical trial of an intervention or a risk/causal factor, in the form of:
- a written assignment in the form of a PowerPoint slide deck (about 25 slides) and a statement of 400 words of further discussion and conclusions, based on a published paper and associated media news article of the paper (50%)
- 4-5 questions specific to a published paper with answers requiring 1-3 paragraphs each (50%).

HP4B5E Half Unit
Statistical Methods in Health Care Economic Evaluation

This information is for the 2017/18 session.
Teacher responsible: Dr Maria Raikou
Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.
Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.
Teaching: 13 hours of lectures and 8 hours of seminars (computer based)
Formative coursework: In-class exercise during seminar time. Students will receive feedback on it from their seminar leader after completion.
Indicative reading: The following are basic reading for the course: M Drummond & A McGuire (Eds), Economic Evaluation in Health Care: Merging Theory with Practice, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, Methods for the Economic Evaluation of Health Care Programmes, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, Cost-Effectiveness in Health and Medicine, OUP, 1996; M Johannesson, Theory and Methods of Economic Evaluation in Health Care, Kluwer, 1996; P Johansson, Evaluating Health Risks: An Economic Approach, CUP, 1995.
Students will be given access to essential readings before the course begins through the pre-sessional reading programme on Moodle, which they will be expected to read prior to the first day of class.
Assessment: Take home exam (100%).
This is the same course as SA4C3 Statistical Methods in Health Care Economic Evaluation (H) but it has different teaching and assessment arrangements.

HP4B6E Half Unit
Economics of Health and Wellbeing

This information is for the 2017/18 session.
Teacher responsible: Dr Grace Lordan M 2.26
Some lectures will be taken by Professor Andrew Clark (http://www.parisschoolofeconomics.com/clark-andrew/index.html#DEA). Andrew currently has a partial appointment at the LSE in CEP.
Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Pre-requisites: To have progressed from year 1 of the MSc in Health Economics, Policy and Management into year two students will have passed HP4A2E Health Administration and Management, HP4A3E Resource Allocation and Cost-effectiveness Analysis, HP4A1E Financing Health Care and HP4A4E Health Economics.
Course content: Overall the lectures will follow the following structure:
1. Lecture 1 Introduction
2. Lecture 2 Measurement
3. Lecture 3: Determinants of wellbeing
4. Lecture 4: Determinants of health with a focus on the income/health gradient
5. Lecture 5: Determinants of unhealthy behaviours (drinking, smoking, drug taking, obesity) with a focus on peer effects
6. Lecture 6: Causal Evidence on the determinants of health and wellbeing

In addition, we will have four seminar sessions that will complement these lectures.
This course is being convened by Dr Grace Lordan and will introduce students to the economics of health and wellbeing. Focus will be on the health or wellbeing production function, and the related economics literature. In particular, the course will cover how health and wellbeing are measured in the literature and factors that determine these outcomes. Attention will be paid to defining what a causal effect is and specifying an appropriate health production function. In this regard the student can expect to become familiar with some basic econometrics. In terms of measurement, we will consider the value of subjective versus objective outcomes. We will discuss the human development index and the Millennium development goals. In addition, the course will review the main determinants of physical health, including inequality. (Un)healthy behaviours will also be covered, including drug taking, obesity and smoking. Some attention will be paid to the role of peer effects in this regard. The course will also cover well-being, income comparisons and the Easterlin Paradox. This component will be taken by Professor Andrew Clark who is an affiliate with the Wellbeing group at the CEP. Overall, students taking this course can expect to gain insight as to the challenges faced by policy makers in altering the health and wellbeing outcomes of a nation. Students will also gain some insight into policies that are likely to be the most fruitful. Students will also become more familiar with a literature that considers individual health and wellbeing. This course will be complementary to the content covered in Advanced Health Economics. However, there is no overlap and this course can also be taken on its own.
Teaching: 14 hours of lectures and 8 hours of seminars in the ST. This course will be a combination of lectures- where students learn theory- and seminars- where students apply what they have learned.
Formative coursework: Students will be given a mock exam on the last day and will receive feedback via a remote session.
Indicative reading: Main Readings:
Books:
1. The Economics Of Excess (2011) by Harold Winter
2. Mastering 'Metrics: The Path from Cause to Effect (2014) by Joshua D. Angrist, Jörn-Steffen Pischke
3. The Great Escape: Health, Wealth, and the Origins of Inequality (2013) Angus Deaton (for lecture:

Articles:
1. Healthy Bodies and Thick Wallets: The Dual Relation between

Health and Economic Status James P. Smith The Journal of Economic Perspectives, Vol. 13, No. 2 (Spring, 1999), pp. 145-166
2. Preston, S. H (1975). "The Changing Relation between Mortality and Level of Economic Development". Population Studies 29 (2): 231–248.)
3. "Relative Income, Happiness and Utility: An Explanation for the Easterlin Paradox and Other Puzzles" Andrew Clarke, Paul Frijters and Mike Shields, Journal of Economic Literature, (March 2008), Vol.46, no.1, pp.95-144.
Optional Readings:
4. "Happy House: Spousal Weight and Individual Well-Being", Andrew Clarke and Fabrice Etilé, Journal of Health Economics, (2011), Vol.30, no.5, pp. 1124-1136.
5. Johnston, David W. and Lordan, Grace (2012) Discrimination makes me sick! An examination of the discrimination–health relationship Journal of Health Economics, 31 (1). 99-111. ISSN 0167-6296.
Assessment: Take home exam (100%) in the MT.

HP4B7E Half Unit
Advanced Health Economics

This information is for the 2017/18 session.
Teacher responsible: Prof Alistair Mcguire COW4.05
Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: The course will cover: international comparisons of health care expenditure, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), equity in health care, health behaviour and an introduction to econometric analysis applied to health care data.
Teaching: 19 hours of lectures.
Indicative reading: Culyer, A.J., and Newhouse, J.P., (eds.), 2001, Handbook of Health Economics Volumes 1A &1B, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, Health Economics, (OUP, Oxford).
Assessment: Essay (100%, 3000 words).

HP4B8E
Health Care Negotiations

This information is for the 2017/18 session.
Teacher responsible: Dr Panagiotis Kanavos COW3.08
Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Pre-requisites: Students must have completed Financing Health Care (HP4A1E).
Course content: Lectures will cover the following material: The dynamics of health care stakeholders and the shifting balance of power among them; Introduction to the concept of negotiations and principles of game theory (principles of game theory, definition and properties of a Nash equilibrium; static and dynamic games; games with complete and incomplete information); the dilemma of complex, discontinuous, multiparty health care negotiations; the pepulator pricing exercise; the seven elements: defining success in health care negotiations; management as negotiation: frameworks and tools for analysing decision processes; the seven elements: defining success in health care negotiations; value creation and allocation in health care systems; when the people are the problem (partisan perceptions exercise; the three perspectives; the ladder of inference; the elements of relationship management).
Seminars will be interactive drawn based on case studies from specific health care environments (e.g. hospitals, drug coverage decision; health technology assessment; conflict between management and clinical excellence), and use frameworks such as Choice Analysis (a currently unresolved negotiation in which another party has or is expected to reject a proposal), Complex Problem Solving (a currently unresolved and complex situation involving so many parties and issues that the situation is unclear or confusing and our ability to influence the situation is in doubt), Rapport Management (one or more currently unresolved negotiations in which resolution of a troubled personal or corporate relationship with the key person(s) on the other side constitutes one of the major requirements or aspirations for agreement), Decision Rights Analysis (a live, unresolved task of persuasion involving one or more individuals negotiating in their capacity as employees of a large health care provider), and Value Creation (a complex, live, unresolved negotiation where lots of differing interests are implicated by the subject matter and the parties do not share the same interests or have the same priorities).
Teaching: The course will comprise 10 x 1-hour interactive lectures, 1 x 1-hour revision session and 5 x 2-hour interactive seminars, where students will discuss specific case studies.
Formative coursework: Students will be given a case study– reflecting a real-world situation - by the end of lecture 4 and will be asked to come up with a credible strategy/plan, which they will need to write up (2,000 words), submit and present during seminars.
Indicative reading: 1. Camerer C., Behavioural game theory: Experiments in strategic interaction, 2003.
2. Dunlop J.J., Collective bargaining: Principles and cases, 1958.
3. Fisher R, Patton B., Getting to Yes: Negotiating agreement without giving in, 2011.
4. Ury W., Getting to Yes, 1991.
5. Ury W., Getting past No, 1993.
6. Bolte Taylor J., My stroke of insight: a brain scientist's personal journey, 2009.
7. Kelly W., We have met the enemy and he is us, 1995.
8.de Caillieres M., On the manner of negotiating with Princes: from sovereigns to CEOs, envoys to executives - classic principles of diplomacy and the art of negotiation, 2000.
9. Tan G., negotiation by the book: 101 ageless principles made practical, 2011.
10. Shell R., Bargaining for advantage: Negotiation strategies for reasonable people (2nd edition), 2006.
11. Guasco M.P., Principles of negotiation: Strategies, tactics, techniques to reach agreement, 2007.
12. Brams S.J., Game theory and politics, 2011.
Assessment: Project (100%, 4000 words).
The project is a group project, where small groups will be allocated a case study to work on, but individual group members will be responsible for submitting their own 4,000 word project individually (100%).

HP4B9E Half Unit
Dissertation in Health Economics, Policy and Management

This information is for the 2017/18 session.
Teacher responsible: Dr Grace Lordan OLDM2.26
Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: The aim of the dissertation is for students to pursue an independent piece of research that will contribute to the field of health economics, health policy or health management. The contribution of the work to the chosen field must be made clear. The output will be a piece of work of 5000 words or less that is written in an article format that is suitable for submission to a peer reviewed journal. Students must obtain the approval of their supervisor before embarking on any research.
Arrangements for supervision
Students' tutors will act as their dissertation supervisor in the first

instance. If the specific topic a student wishes to cover for his/her dissertation requires a different supervisor, a MSc programme director can arrange this change. The dissertation supervisor will advise the student, help provide information and bibliography and identify likely problems with the proposed research.
Teaching: The dissertation process is supported by three teaching sessions.
Formative coursework: Students will have an opportunity to have one draft of their thesis proposal read by their tutor in December of Year 2. In addition, they will have an opportunity to have a 1000 word outline of their thesis read by their tutor.
Assessment: Dissertation (100%, 5000 words).
The dissertation paper copies must be handed in to the Department by the specified deadline of the second year of the MSc programme. An electronic version of the dissertation must be also submitted. Penalties will be applied to any late submission. The world limit for the dissertation is 5,000 words (excluding references and tables) and it must be in a journal article format.

HP4C1E Half Unit
Economic Analysis for Health Policy

This information is for the 2017/18 session.
Teacher responsible: Professor Andrew Street
Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: The course will serve as an introduction to major developments in the economics of health and health care. It will provide medical practitioners with a strong understanding of the role economics can play in health policy and health system administration. It will provide a framework with which to understand the changing nature of health care supply and delivery and the interactions between patients and health care systems. It will review major changes in the financing and delivery of health care and both domestic and international efforts to control health care costs and improve efficiency.
Seminar sessions will focus on current policy debates in the area of health and health care drawing on the theory and evidence from the lectures augmented by current readings from both academic and popular sources.
Teaching: 15 hours of lectures and 10 hours of seminars in the MT. This will include 10 x 90 minutes of interactive lectures and 5 x 120 minutes of case-study based seminars.
Formative coursework: An 800-word "mock" blog entry for The Conversation, which covers policy-relevant issues and often has academic contributors. A series of topics will be provided to students to choose from.
Indicative reading: Pauly M. The economics of moral hazard, American Economic Review, June 1968, 58(3). Coupled with Gladwell M. The Moral Hazard Myth. The Bad Idea Behind our failed Health-care System [www.gladwell.com/archive.html]. Manning W et al, Health Insurance and the demand for medical care: evidence from a randomized experiment, American Economic Review, June 1987, pp. 251-277. Summers L. Some simple economics of mandated benefits, American Economic Review, May, 1989. Thomson S et al. Financing Health Care in the European Union, European Observatory on Health Systems and Policies, 2009. Skinner JS, Chandra A, Goodman DC, Fisher ES. The elusive connection between health care spending and quality. Health Affairs 2009;28(1):w119–23. Coupled with Gawande A. The cost conundrum, The New Yorker, 1 June 2009, Currie J. Healthy, wealthy, and wise? Socioeconomic status, poor health in childhood, and human capital development, Journal of Economic Literature, 2009;47(1):87–122. Stabile M, Thomson S et al. Containing health care costs in high-income countries: evidence from four nations, Health Affairs 2013;32(4):643–652. Cutler D. Your Money or Your Life, Oxford University Press, 2005. A selection of articles from the popular press by high quality journalists and public intellectuals on policy issues in health and health care.
Assessment: Other (70%) and other (30%).
The two assessments will be:
1. "Journal referee report" for a health economics paper, which will include 2 elements: a summary and critical appraisal of the paper (1500 words) and a peer-review report with suggestions for improving the paper (1000 words). This assessment will evaluate the students' ability in summarising, applying, and critically appraising the relevance of health economics concepts to a health policy.
2. Individual-based video presentation. Students will be asked to record a video on their own on a topic that will be assigned to them. This will assess the students' ability to describe, summarise, apply, critically appraise, and communicate the concepts learned in class to a particular case study.

HP4C2E Half Unit
Quality and Outcomes in Cardiovascular Sciences

This information is for the 2017/18 session.
Teacher responsible: Mr Huseyin Naci
Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: Against a backdrop of great technological advances and delivery system innovations, healthcare systems are facing daunting challenges. Over the past half-century, research on cardiovascular diseases has manifested remarkable advances in the prevention and treatment of cardiovascular diseases. Yet, great challenges remain, primarily due to a lack of strong research evidence about how best to improve the quality, outcomes, and efficiency in health systems with a focus on cardiovascular diseases. Outcomes research aims to produce such evidence.
In addition to briefly reviewing key epidemiological trends in cardiovascular diseases in Europe and globally, this course will introduce key 'evidence-practice' gaps in cardiovascular diseases. The first part of the course provides an overview of the definition of quality, its key components, and its measurement in different health care systems. The second part offers a critical perspective on the literature evaluating quality improvement interventions focused on the cardiovascular disease field. The third part focuses on the basics of study design for evaluating quality improvement interventions, programmes, and policies, distinguishing between strong and weak research designs.
The intended learning outcomes of this course are the following:
- Describe the epidemiological trends in cardiovascular disease
- Summarise the primary components of quality in health care
- Explain the main limitations of the literature evaluating quality improvement interventions
- Define the principal threats to validity in studies evaluating quality
- Design an evaluation strategy for a quality improvement policy or intervention in a group setting
- Critically evaluate empirical evaluations of quality and outcomes in health care research in oral and written form

Teaching: 12 hours of lectures and 10 hours of seminars in the MT. 1 hour of help sessions in the ST.
Formative coursework: Formative feedback on group presentations
Indicative reading: Krumholz HM. Outcomes research: generating evidence for best practice and policies. Circulation 2008;118:309–18. Ellwood PM. Shattuck lecture – outcomes management: a technology of patient experience. N Engl J Med 1988; 318: 1549–56. Clancy CM et al. Outcomes research: measuring the end results of health care. Science 1998; 282: 245–46. McGlynn EA. Six challenges in measuring the quality of health care. Health Affairs 1997;16.3:7–21. Chalkidou et al. Comparative effectiveness research and evidence-based health policy: experience from four countries. Milbank Quarterly 2009:87.2: 339–67. Cook TD. et al (1979). Quasi-experimentation: Design and Analysis Issues for Field settings. Boston, MA: Houghton Mifflin Company. Concato J

et al. Randomized, controlled trials, obser vational studies, and the hierarchy of research designs. N Engl J Med. 2000;342:1887–92.
Assessment: Essay (100%, 3000 words) in the LT.

HP4C3E Half Unit

Economic Evaluation in Health Care

This information is for the 2017/18 session.
Teacher responsible: Professor Mireia Jofre-Bonet
Dr. Victoria Serra-Sastre
Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: Health care decision makers are often faced with the challenges of resource allocation. Economic evaluation is used to formalize the process of decision-making on the basis of costs and benefits associated with multiple alternative scenarios or interventions. Decision makers use evidence from economic evaluation analyses to make specific recommendations for coverage, reimbursement, and pricing decisions for a variety of health care interventions, as well as define best practices. This course will enable students to understand and apply analytic methods in the economic evaluation of health interventions and provide a strong foundation in the several advanced concepts in economic evaluation, and in particular cost-effectiveness of interventions used in long-term chronic illnesses. The course will provide an overview of the principles and practices of measuring and analyzing costs; and estimating effectiveness in terms of quality-adjusted life years and disability-adjusted life years. Practical topics will include the design and implementation of economic evaluation models and the role of clinical data inputs to inform economic evaluation analyses.
Teaching: 10 hours of lectures, 10 hours of seminars and 5 hours of computer workshops in the MT.
Formative coursework: Students will be expected to produce 1 project in the ST.
Indicative reading: Drummond M et al. Methods for the Economic Evaluation of Health Care Programmes. Oxford, OUP, 2005. Drummond M et al. Economic Evaluation in Health Care: Merging Theory with Practice, Oxford, OUP, 2002. Gray A. Applied Methods of Cost-effectiveness Analysis in Healthcare (Handbooks in Health Economic Evaluation), Oxford, OUP, 2011. Weinstein MC et al. Foundations of cost-effectiveness analysis for health and medical practices. N Eng J Med. 1977; 296 (13):716–21. Russell LB et al. The role of cost-effectiveness analysis in health and medicine. JAMA. 1996; 276 (14): 1172–77.
Assessment: Research project (100%) in the LT.

HP4C4E Half Unit

Systematic Review and Meta-analysis

This information is for the 2017/18 session.
Teacher responsible: Dr. Huseyin Naci
Availability: A core course available only for students taking MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences
Course content: Systematic review and meta-analysis methods are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need experts equipped with the methods of reviewing and synthesizing the existing body of evidence.
This course will be focused on the principles of reviewing and synthesizing the existing body of literature. The course will first provide the rationale for adopting a systematic approach for evidence review and synthesis. It will then equip students with the methods to undertake risk of bias assessments of individual randomized controlled trials and also collections of randomized controlled trials. In addition to providing an overview of methods for quantitatively synthesizing multiple randomized controlled trials in meta-analysis, the course will present the opportunities and challenges of using evidence for decision-making in health care.
Learning outcomes:
- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- randomized
- randomized
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: 20 hours of seminars and 4 hours of computer workshops in the ST.
Formative coursework:
- Course convener will provide feedback on group presentations on the last day of the in-person teaching session
- Course convener will also provide written feedback on project outlines.

Indicative reading: Cochrane Handbook for Systematic Reviews of Inter ventions (version 5.1.0, updated March 2011). Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011. Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000. Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. Annals of internal medicine 1997;126(5):376–80. Jansen JP et al. Is network meta-analysis as valid as standard pair wise meta- analysis? It all depends on the distribution of effect modifiers. BMC medicine 2013;11(1):159. Jansen JP et al. Interpreting indirect treatment comparisons and network meta-analysis for health-care decision making: report of the ISPOR Task Force on Indirect Treatment Comparisons Good Research Practices: part 1. Value Health 2011;14(4):417–28.
Assessment: Research project (100%) in the ST.

HP4C5E Half Unit

Using Health Economics to Analyse and Inform Policy and Practice

This information is for the 2017/18 session.
Teacher responsible: Andrew Street
Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: The health care sector is extremely complex, and this gives rise to concerns about how the health system should be organised, how incentives should be designed, and how performance should be evaluated. The objective of the course is to give students an introduction to how health systems are constructed, and how the various parts of the system interact; the role of regulation, resource allocation, payment arrangements, and performance measurement; the complexities of evaluating policy and performance; and the contribution that health economics can make to the evaluation and development of health policy. Participants are introduced to variety of econometric methods as the course progresses.
Lecture 1: A bottomless pit? How much should we spend on health care?
Lecture 2: Getting more for our money? Health system productivity
Lecture 3: Evaluating outcomes: are some doctors better than others?
Lecture 4: Paying for complex care
Lecture 5: Costs and quality: is there a trade-off?

Lecture 6: Is it worth paying for performance?
Lecture 7: Public provision in public health systems
Lecture 8: Should doctors hold budgets?
Lecture 9: The economics of integrated care
Lecture 10: WHO has the best health system?
Teaching: 15 hours of lectures and 10 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
The formative assessment is a 500 word outline of the summative assessment essay question.
Indicative reading:
- Deb P and Trivedi PK. Empirical Models of Health Care Use. Chapter 14 Jones A (ed) Elgar Companion to Health Economics, Edward Elgar Publishing, Cheltenham 2006.
- Cookson R, Dawson D. Hospital Competition and Patient Choice in Publicly Funded Health Care. Chapter 20 Jones A (ed) Elgar Companion to Health Economics, Edward Elgar Publishing, Cheltenham 2006.
- Chalkley M. Contracts, Information and Incentives in Health Care Chapter 22 Jones A (ed) Elgar Companion to Health Economics, Edward Elgar Publishing, Cheltenham 2006.
- Rice T. The Physician as the Patient's Agent. Chapter 24 Jones A (ed) Elgar Companion to Health Economics, Edward Elgar Publishing, Cheltenham 2006.
- Iversen T, Lurås H. Capitation and Incentives in Primary Care Chapter 25 Jones A (ed) Elgar Companion to Health Economics, Edward Elgar Publishing, Cheltenham 2006.
- Glazer J and McGuire TG. Optimal Risk Adjustment. Chapter 26 Jones A (ed) Elgar Companion to Health Economics, Edward Elgar Publishing, Cheltenham 2006.
- Propper C, Wilson D. The Use of Performance Measures in Health Care Systems Chapter 31 Jones A (ed) Elgar Companion to Health Economics, Edward Elgar Publishing, Cheltenham 2006.
- Smith PC, Street A. Concepts and Challenges in Measuring the Performance of Health Care Organizations Chapter 30 Jones A (ed) Elgar Companion to Health Economics, Edward Elgar Publishing, Cheltenham 2006.
- S Folland, A C Goodman & M Stano, The Economics of Health and Health Care(7th edn), Prentice Hall, 2012.
- J Bhattacharya, T Hyde & P Tu, Health Economics, Palgrave Macmillan, 2014.
- J Gruber, Public Finance and Public Policy (5th edn), Macmillan, 2016.

Assessment: Essay (100%, 3500 words) in the MT.
The course will be assessed on the basis of a 3500 word essay on a specific topic. In writing this essay, students will be able to demonstrate and synthesise what they have learned from the lectures, reading material, group discussions and their own independent research and thinking. The content of the assessments will lead on from the illustrative case studies that have been used in the seminars.
Formative assessment will be based on a 500 word outline of the essay. This will give students an opportunity to develop their thoughts ahead of the summative assessment and will allow feedback from course teachers that will guide students when they work on their longer answers.
Due to the executive nature of the course and the 1 week nature of the module, this method of assessment will allow students to work away from campus alongside their professional roles.

HP4C6E Half Unit
Cardiovascular Epidemiology and Prevention

This information is for the 2017/18 session.
Teacher responsible: Professor Allan Hackshaw
Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: By the end of this course, students will be able to describe trends in cardiovascular disease incidence, survival and mortality over the last decades in different populations. The course will examine the evidence on well-established and emerging risk factors for cardiovascular disease, including behavioural risk factors such as dietary habits, physical activity, obesity and smoking, as well as metabolic risk factors such as blood pressure, serum lipids and glucose-insulin homeostasis. The course will also introduce students to evidence on the role of environmental risk factors including cultural, social, and physical (built- environment) factors, as major determinants of population-wide cardiovascular risk. The basic principles of nutritional and genetic epidemiology will also be discussed. The course will outline the principles of cardiovascular disease prevention. It will provide students with the skills to interpret findings from cardiovascular epidemiological studies. It will discuss evidence of preventive interventions that have been effective in reducing cardiovascular disease incidence and mortality around the world. The course will also discuss the key challenges for cardiovascular disease prevention over the next decades, with a particular focus on the clinical implications of population ageing for cardiovascular disease prevention.
Each course session will consist of 10 one-hour lectures introducing key concepts of cardiovascular epidemiology, and five two-hour seminars that deal with the key evidence, principles and challenges of cardiovascular disease prevention. Seminars will also discuss strengths and limitations of studies assessing cardiovascular disease prevention interventions, and it will draw clinical implications of specific cardiovascular disease prevention strategies shown to be effective.
Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 2 hours of help sessions in the ST.
Formative coursework: Students will be expected to produce 1 essay in the LT.
One non-assessed essay (2,000 words). This essay will be a first proposal of the final essay of the course, and will consist of a first proposal for an in-depth analysis of a specific cardiovascular disease prevention strategy. This essay should first identify a challenge in cardiovascular disease prevention (e.g., the obesity epidemic, hypertension control, smoking). Students will then review in the essay the available evidence of interventions to address this challenge, and they will critically assess the available prevention strategies to tackle the selected problem. Students will be expected to draw as much as possible on the concepts and principles of cardiovascular disease epidemiology and prevention discussed in class.
Indicative reading: Ford ES, Ajani UA, Croft JB, Critchley JA, Labarthe DR, Kottke TE, Giles WH, Capewell S. Explaining the decrease in US deaths from coronary disease, 1980- 2000. N Engl J Med. 2007;356:2388–98. Mozaffarian D, Afshin A, Benowitz NL,et al. Population approaches to improve diet, physical activity, and smoking habits: a Scientific Statement from the American Heart Association. Circulation 2012;126:1514–63. Feigin VL, Lawes CM, Bennett DA, Anderson CS. Stroke epidemiology: a review of population-based studies of incidence, prevalence, and case-fatality in the late 20th century. Lancet Neurol. 2003;2(1):43–53. Siri-Tarino PW, Sun Q, Hu FB, Krauss RM. Meta-analysis of prospective cohort studies evaluating the association of saturated fat with cardiovascular disease. Am J Clin Nutr. 2010;91:535–46. Murray CJ, Lauer JA, Hutubessy RC, et al. Effectiveness and costs of interventions to lower systolic blood pressure and cholesterol: a global and regional analysis on reduction of cardiovascular-disease risk. Lancet 2003;361(9359):717–25. Goldstein LB, Adams R, Alberts MJ, et al. Primary prevention of ischemic stroke. a guideline from the American Heart Association/American Stroke Association Stroke Council: Cosponsored by the Atherosclerotic Peripheral Vascular Disease Interdisciplinar y Working Group; Cardiovascular Nursing Council; Clinical Cardiology Council; Nutrition, Physical Activity, and Metabolism Council; and the Quality of Care and Outcomes Research Interdisciplinar y Working Group. Stroke. 4 May 2006. Eaton CB. Traditional and emerging risk factors for cardiovascular disease. Prim Care. 2005;32(4):963–76, vii. Helfand M, Buckley DI, Freeman M, et al. Emerging risk factors for coronary heart disease: a summary of systematic reviews

conducted for the U.S. Preventive Ser vices Task Force. Ann Intern Med. 2009;151(7):496–-507.
Assessment: Take home exam (50%) and other (50%) in the LT. The other assessment will be a PowerPoint presentation based on a published journal article with an accompanying media news article.

HP4C9E Half Unit

Dissertation in Health Economics, Outcomes, and Management in Cardiovascular Sciences

This information is for the 2017/18 session.
Teacher responsible: Dr. Huseyin Naci and supervisors
Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: The dissertation could be on any topic in the field of health economics, outcomes research, comparative effectiveness research, policy, and management. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health/clinical policy, economic issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.
Teaching: 5 hours of lectures in the ST.
In addition to the lectures, students will be given individual support by their allocated supervisor.
Indicative reading: Dunleavy, P. (1986) Studying for a Degree in the Social Sciences, Macmillan. (See Chapter 5: Writing a Dissertation). Denscombe, M. (2007) The Good Research Guide: for small-scale social research projects. Maidenhead: Open University Press. H61 D41. Kotz, D. and Cals J.W.L. (2013) Effective writing and publishing scientific papers – part 1: how to get started. Journal of Clinical Epidemiology. Vol 66, no 4, p 397. Grix, J. (2004) The Foundations of Research. Houndmills : Palgrave Macmillan LB2369 G87. Rudestam, K. and Newton, R. (2001) Surviving Your Dissertation: a comprehensive guide to content and process. London: Sage. LB2369 R91
Assessment: Dissertation (100%, 5000 words).

HP4D1E Half Unit

Introduction to Management in Health Care

This information is for the 2017/18 session.
Teacher responsible: Dr Brittany Jones NAB 4.04
Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Pre-requisites: No Prerequisites
Course content: The course aims to introduce students to the main principles of management and strategy and related issues that impact on organisational change, group decision making, innovation and leadership. Key models and academic tools will be presented and their application to real world situations discussed. The course aims to give students a strong academic understanding and also enable them to apply this knowledge to their practice.
The course outline is below
1. Strategy and Managerial Work
In this session, we will explore the development of the modern practice of 'strategy' and what it means today. Along the way, we will show how organisational practices like planning met emerging ideas in academia, especially in economics, to develop new tools and ways of thinking that transformed the practice of management in the late 20th century. The development of strategic management and planning tools and the competitive environment in which they emerged will be discussed and the application of these tools will be examined in competitive markets.
2. Innovation Management
This part of the course will introduce the topic of innovation management. In particular, it introduces participants to the conceptualization of innovation as a means to affect the competitive process. Participants will be introduced to the basics of the competitive process and the effect of innovation on the competitive process. Participants will be active in analysing the competitive process surrounding their organization and the competitive position their organization occupies within it and activities will be used to promote thinking about how innovations, small or large, can defend and/or improve their competitive position.
3. How Individuals and Groups Organise and Make Decisions and Take Risk
This part of the course will introduce issues related to working as individuals within an organisation and as a group. It will look at the "benefits" and "harms" of group decision making processes – especially with reference to health care where collaborative multi-disciplinary teams are commonplace – and also discuss how group decisions making can be undermined by systematic biases.
4. Behaviour Change and Social Marketing
This part of the course will introduce the drivers and mechanisms of behaviour change in organisations. In particular, we will discuss how different organizational-level factors may influence behaviour change, including resistance to change from various levels and sustainability of changes across time, and how organizational behaviour change can be measured. Models of organisational behaviour change will be introduced and the principles of managing and leading change in established systems will be discussed with a focus on the stages of planning and implementation of change. Alongside this appropriate tools and resources will be introduced to aid future organisational changes. The coverage of social marketing will deal with the formulation and execution of strategies designed to influence behaviour change amongst groups at risk of cardiovascular disease.
5. Culture and Leadership
This part of the course will explore the definition of culture within organisations and leaders' role in creating and supporting successful teams. Key components of leadership, like the ability to establish direction and motivate and inspire a workforce as well as handle relationships with external stakeholders, will then be introduced with a consideration of how they affect culture and working practices.
Teaching: 10 hours of lectures, 10 hours of seminars and 1 hour of help sessions in the ST.
Given the executive nature of this course, it will be offered as an intensive, accelerated, and compressed module with a 1-week duration consisting of 5x2-hour lectures and 5x2-hour seminars (in addition to a 1x1-hour online help session).
Formative coursework: Students will be expected to produce 1 essay in the ST.
The formative assessment is a 500 word outline of the summative assessment essay question.
Indicative reading: Mintzberg, H., Ahlstrand, B. and Lampel, J. (2008). Strategy Safari: The Complete Guide Through the Wilds of Strategic Management (Second Edition). Prentice-Hall. Chapters 1 and 4. Whittington, R. (2000). What is Strategy—and Does it Matter? (Second Edition) Thomson International. Chapters 1, 2 and 4. Barney, J. 1995. Looking Inside for Competitive Advantage. The Academy of Management Executive. 9(4): 49-61. Christensen, C.M., Raynor, M.E., McDonald, R. 2015. What Is Disruptive Innovation? Harvard Business Review. December Issue (available online athttps://hbr.org/2015/12/what-is-disruptive-innovation)
Assessment: Essay (100%, 2500 words) post-summer term.
The course will be assessed on the basis of a 2500 word essay

on a specific topic. In writing this essay, students will be able to demonstrate and synthesise what they have learned from the lectures, reading material, group discussions and their own independent research and thinking. The content of the assessments will lead on from the simulation exercises that have been used in the seminars and students will be encouraged to use topics they have identified during reflections on their own work. Formative assessment will be based on a 500 word outline of the essay. This will give students an opportunity to develop their thoughts ahead of the summative assessment and will allow feedback from course teachers that will guide students when they work on their longer answers.
Due to the executive nature of the course and the 1 week nature of the module, this method of assessment will allow students to work away from campus alongside their professional roles.

HP4D2E Half Unit
Principles of Health Technology Assessment

This information is for the 2017/18 session.
Teacher responsible: Dr Panagiotis Kanavos
Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.
Course content: Health Technology Assessment a multidisciplinary process that summarises information about the medical, social, economic, and ethical issues related to the use of a health technology in a systematic, transparent, unbiased, and robust manner. Health Technology Assessment differs in its governance, data and evidence requirements, assessment methods, and operational arrangements across different settings and contexts. This course is aimed at introducing the key principles of Health Technology Assessment, its operational modalities, the different models of value assessment and how they link to decision-making.
Outline of the course is included below:
1. The role of Health Technology Assessment in health care decision making
2. Models of Health Technology Assessment and their application in different jurisdictions - a comparative perspective
3. Governance issues (position in health care decision-making, topic selection, assessment process, stakeholder involvement)
4. Data and evidence requirements for value assessment
5. Health Technology Assessment and value assessment: focus on clinical benefit assessment
6. Health Technology Assessment and value assessment: focus on clinical-cost-effectiveness
7. Assessment methods in Health Technology Assessment
8. Explaining similarities and differences in Health Technology Assessment recommendations – a toolkit
9. The role of multiple criteria decision analysis in value assessment
10. Beyond Health Technology Assessment: links to risk-sharing and special purchasing arrangements
Teaching: 10 hours of lectures, 10 hours of seminars and 1 hour of help sessions in the ST.
Given the executive nature of this course, it will be offered as an intensive, accelerated, and compressed module with a 1-week duration.
Formative coursework: Students will be expected to produce 1 exercise in the ST.
A selection of multiple choice and open-ended questions to test extent of knowledge and understanding of syllabus
Indicative reading: Chalkidou, K., Tunis, S., Lopert, R., Rochaix, L., Sawicki, P. T., Nasser, M., & Xerri, B. (2009). Comparative Effectiveness Research and Evidence-Based Health Policy: Experience from Four Countries. Milbank Quarterly, 87(2), 339-367. Banta, H. D., & Luce, B. R. (1993). Health care technology and its assessment: an international perspective. Drummond, M. F., Schwartz, J. S., Jönsson, B., Luce, B. R., Neumann, P. J., Siebert, U., & Sullivan, S. D. (2008). Key principles for the improved conduct of health technology assessments for resource allocation decisions. International journal of technology assessment in health care, 24(03), 244-258. Sorenson, C., Drummond, M., & Kanavos, P. (2008). Ensuring value for money in health care: the role of health technology assessment in the European Union (No. 11). WHO Regional Office Europe. Sorenson, C. (2010). Use of comparative effectiveness research in drug coverage and pricing decisions: a six-country comparison. Issue Brief (Commonwealth Fund), 91, 1-14.
Assessment: Research project (100%) post-summer term.
A 3,000-word (excluding references) case study on a specific topic

HP4D5E Half Unit
Research Design for Evaluating Health Programs and Policies

This information is for the 2017/18 session.
Teacher responsible: Dr Huseyin Naci COW 3.01
Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.
Course content: The objective of this course is to teach students how to design and critically appraise research studies evaluating policies, programmes, and interventions.
This course will provide an overview of the principles and models of evaluation, and the role of theories, concepts, and hypotheses. In terms of research design, it will cover study design choices in light of bias, validity and other design trade-offs. The core of the course will focus on experimental, quasi-experimental, non-experimental, and qualitative designs for evaluating health interventions, programmes and policies aimed at achieving high quality care, reducing costs, and improving health outcomes. Data and measurement considerations for both quantitative and qualitative studies will be discussed alongside the importance of using mixed-methods and triangulation for interpreting findings and taking a critical approach to the results of evaluation. The course will conclude with practical and ethical issues when undertaking evaluation studies.
Teaching: 10 hours of lectures and 10 hours of seminars in the ST.
Given the executive nature of this course, it will be offered as an intensive, accelerated, and compressed module with a 1-week duration.
Formative coursework: Students will be expected to produce 1 project in June.
Students will receive feedback on their project report outlines.
Indicative reading: Angrist, J. D. and Pischke, J-S. (2014) Mastering 'Metrics: The Path from Cause to Effect. Princeton University Press. Cartwright, N. & Hardie, J. (2012). Evidence-Based Policy: A practical guide to doing it better. Oxford, UK: Oxford University Press. Glennerster, Rachel, and Kudzai Takavarasha. Running randomized evaluations: A practical guide. Princeton University Press, 2013. Patton, Michael Quinn. Qualitative research. John Wiley & Sons, Ltd, 2005. William R.. Shadish, Thomas D. Cook, and Donald Thomas Campbell. Experimental and quasi-experimental designs for generalized causal inference. Wadsworth Cengage learning, 2002.
Assessment: Research project (70%) in September.
Presentation (30%) in the ST.
Project (70%, 2,000 words)
Group presentation (30%)
Assessment is through a project that students will undertake in small groups and write up individually (2,000 word paper), to be submitted 10 weeks after the completion of the course. Group presentation will account for the remaining 30% of the grade.

IR442
Diplomacy and Challenges

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Cox TW1.9.01A
Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.
Course content: This course looks at six key aspects of diplomacy: the tools of diplomacy and negotiation; new international security and policy challenges, such as climate change; global flashpoints, such as Brexit, the South China Sea and Syria; policy assessment on a major current international problem; simulations on crisis management and diplomatic negotiations; the future of diplomacy and international affairs.
Teaching: 30 hours of lectures, 20 hours of seminars and 20 hours of workshops in the LT.
Formative coursework: One formative policy paper (2,000 words) with a pre-arranged task. Feedback will involve a meeting with each student to discuss their formative policy paper. We will aim to ensure that students are able to: critically evaluate different kinds of evidence; assess the strengths and weaknesses of competing policy options; formulate arguments and policy recommendations in a coherent and balanced fashion.
Indicative reading:
1. Bayne, N.; Woolcock, S. (eds.) (2012), The New Economic Diplomacy: Decision-Making and Negotiation in International Economic Relations, Third Edition.
2. Berridge, G. R.; Keens-Soper, M. (2001), Diplomatic Theory From Machiavelli To Kissinger (Studies in Diplomacy).
3. Burgess, P. (2010), Routledge Handbook of New Security Studies.
4. Cohen, R. (1997), Negotiating Across Cultures, Rev.ed.
5. Cooper, A.; Heine, J.; Thakur, R. (2013), Oxford Handbook of Modern Diplomacy.
6. Croker, C.; Hampson, F.; Aall (2004), Taming Intractable Conflicts.
7. Crocker, A.; Hampson, F.; Aall, P. (eds.) (2015), Managing Conflict in a World Adrift.
8. Freeman Jr, C. (1997), Arts of Power: Statecraft and Diplomacy.
9. Lebow, R.N. (1996), The Art of Bargaining.
10. Suhrke, A.; Berdal, M. (2011), The Peace In Between: Post-War Violence and Peacebuilding.
11. Taleb, N.N (2008), The Black Swan: The Impact of the Highly Improbable.
12. Watkins, M.; Rosegrant, S. (2001), Breakthrough International Negotiations: How Great Negotiators Transformed the World's Toughest Post-War Conflicts.
13. Zartman, W.; Rubin, J. (2000), Power and Negotiation.
Assessment: Project (100%, 3000 words) in the LT.
3.000 word assessed policy paper setting out a detailed strategy to implement a policy.

IR443
Strategy in a Changing World

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Cox TW1.9.01A
Availability: This course is available on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.
Course content: This course examines five different perspectives on strategy: new approaches to strategy in international affairs; the interplay between old and new strategic actors; global strategic and economic trends; political and security developments in the world's key regions; the nature of strategic decisions.
Teaching: 40 hours of lectures and 30 hours of seminars in the MT.
Formative coursework: One 2,000 word formative essay with a pre-arranged title due in the MT. Feedback will involve a meeting with each student to discuss their formative essay. In the process, we will aim to ensure that students are able to: critically evaluate different kinds of evidence; assess the strengths and weaknesses of competing explanatory paradigms; formulate arguments in a coherent and balanced fashion.
Indicative reading:
1. Baylis, J.; Smith, S.; Owens, P. (2014), The Globalization of World Politics: An Introduction to International Relations, 6th Edition.
2. Baylis, J.; Wirtz, J.; Gray, C. (2013), Strategy in the Contemporary World.
3. Coker, C. (2009), War in an Age of Risk.
4. Cox, M. (2012), 'Power Shifts, Economic Change and the Decline of the West?', International Relations 26(4): 369-388.
5. Finkelstein, S.; Whitehead, J.; Campbell, A. (2009), Think Again: Why Good Leaders Make Bad Decisions and How to Keep it From Happening to You.
6. Freedman, L. (2013), Strategy: A History.
7. Heuser, B. (2010), The Evolution of Strategy: Thinking War from Antiquity to the Present.
8. Katzenstein, P. (ed.) (1996), The Culture of National Security.
9. Kennedy, P. (1987), The Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500 to 2000.
10. Kissinger, H. (2014), World Order: Reflections on the Character of Nations and the Course of History.
11. Murray, W.; Knox M.; Bernstein, A. (eds.) (1994), The Making of Strategy: Rulers, States and War.
12. Persson, G. (2015), Military Thinking in the 21st Century.
13. Quah, D. (2011), 'The Global Economy's Shifting Centre of Gravity', Global Policy 2 (1): 3-9.
14. Reynolds, D. (2000), One World Divisible: A Global History since 1945.
15. Rumelt, R. (2011), Good Strategy, Bad Strategy: The Difference and Why it Matters.
16. Spero, J; Hart, J. (2010), The Politics of International Economic Relations, seventh edition.
Assessment: Essay (100%, 4000 words).

IR444 Half Unit
Strategy in Action

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Cox TW1.9.01A
Availability: This course is available on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.
Course content: In this course we will be examining through lectures, seminars and workshops major foreign policy decisions, the diplomatic background to each of these and the strategic thinking behind them. We will be asking the students through group exercises to prepare a strategy and policy paper relevant to the day.
Teaching: 8 hours of seminars in the ST.
The course is taught over 48 hours. This includes 3 intense sessions - a weekend of assessing strategic decisions involving drafting and crafting papers, a second weekend of formulating strategic decisions and briefing sessions on methodology. All these will lay the foundations for the dissertation plan.
Formative coursework: Group discussion and formulation of strategy/policy papers.
Indicative reading:
1. Maastricht - case study: Finn Laursen (Editor), Sophie Vanhoonacker (Editor), The Ratification of the Maastricht Treaty: Issues, Debates and Future Implications (1994)
2. Middle East - case study: Daniel C. Kurtzer and Scott B. Lasensky, Negotiating Arab-Israeli Peace: American Leadership in the Middle East (United States Institute of Peace Press, 2008).
3. Northern Ireland - case study: Michael Cox, Fiona Stephen and Adrian Guelke, A Farewell to Arms; After the Good Friday Agreement (2006) 4. The decision to go to war against Iraq - case study: John Kampfner, Blair's Wars 5.National Security Strategy of the United States, 2003 6. European Security Strategy, 2003
Assessment: Dissertation (100%, 3000 words) in the LT.

The formulation of a dissertation topic which must be in the form of a 3,000 word dissertation plan (100%). This should include the title, an abstract, a problem statement which should identify the features and theoretical concepts associated with the topic, the aims and objectives (including research questions or hypotheses), a literature review and the methodology. This module is taken in conjunction with IR496 Dissertation: MSc Diplomacy and International Strategy (1.5 units).

IR496 One and Half Unit

Dissertation: MSc International Strategy and Diplomacy (1.5 units)

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Cox TW1.9.01A
Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.
Course content: The dissertation will address a topic in the social sciences drawn broadly from the three core courses. The topic should make central use of concepts in the study of International Relations, strategy and diplomacy and should demonstrate a good understanding of these concepts and implications. The dissertation will draw on empirical topic areas but should also demonstrate a high degree of conceptual originality. Guidance on standards of presentation will be given in the handbook and conform to the standard laid down for MSc dissertations in the International Relations Department. The subject and title of the dissertation must be approved by the dissertation supervisor.
Teaching: Arrangements for supervision. Students will receive advice on how to choose a topic and how to write a dissertation from a 1.5 hour workshop and from three half hour individual supervision sessions.
Formative coursework: Students submit a 3,000 dissertation plan on which they receive written feedback (see the details of the IR444 course, taken in conjunction with IR496).
Assessment: Dissertation (100%, 15000 words) in the LT.
A 15,000 word dissertation (100%) to be submitted in September 2017. This course is taken in conjunction with IR444 Strategy in Action (H).
Using the dissertation plan (IR444), the dissertation will include an introduction, theoretical framework, a literature review and methodology followed by chapters, conclusion and bibliography.

LL400E Half Unit

European Capital Markets Law

This information is for the 2017/18 session.
Teacher responsible: Professor Niamh Moloney
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course examines the EU's regulation of the capital markets. It considers the harmonized regulatory regime which applies to key capital market actors across the Member States and which supports the integrated market. The topics covered include: the rationale for integration and the role of law, the evolution of the integration project, and the impact of the financial crisis; the deregulation, liberalization, harmonization, and re-regulation mechanisms used to integrate and regulate the EU market and the role of the Court; market access and the passport for investment services; the Markets in Financial Instruments Directive 2004 (MiFID I) and the 2014 reforms (MiFID II and the Markets in Financial Instruments Regulation) and regulation; the liberalization of order execution and the regulation of trading venues; the 'UCITS' mutual funds regime; retail investor protection and conduct regulation; the prospectus and disclosure regime; gatekeepers (credit rating agencies and investment analysts); and the institutional structure for law-making and for supervision, including the European System of Financial Supervision and the European Securities and Markets Authority. Course coverage may vary slightly from year to year.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Reading lists will be provided in advance for each seminar. Sample texts include: Moloney, EU Securities and Financial Markets Regulation Regulation (2014); Veil (ed) European Capital Markets Law (2013); Chiu, Regulatory Convergence in EU Securities Regulation (2008); Skinner (ed), The Future of Investing in Europe's Markets after MiFID (2007); Ferrarini and Wymeersch (eds), Investor Protection in Europe. Corporate Law Making, the MiFID and Beyond (2006); Ferran, Building an EU Securities Market (2004); Avgerinos, Regulating and Supervising Investment Services in the European Union (2003).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL401E Half Unit

The Law of Armed Conflict

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Humphreys NAB5.12
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course covers the international law governing the conduct of hostilities (jus in bello, also known as the law of armed conflict or international humanitarian law)--as distinct from the law on the resort to force (jus ad bellum), which is a separate course. The course will take a critical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as a means of waging war. It will examine the application of the laws of war, including occupation law, in recent conflicts, including the wars in Iraq, Afghanistan and Syria, the 'war on terror', and the Palestinian Occupied Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: It is worthwhile acquiring the following books: Yoram Dinstein, The Conduct of Hostilities under the Law of International Armed Conflict (Cambridge UP, 2nd ed., 2010, or 3rd ed., 2016), Roberts and Guelff, Documents on the Laws of War (Oxford UP, 2000); Michael Walzer, Just and Unjust Wars (Basic books, 4th ed. 2006) . Other useful books include: David Kennedy, Of Law and War (Princeton UP, 2006): Geoffrey Best, War and Law Since 1945 (Oxford UP, 1997). Detailed readings for each seminar will be made available on Moodle.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL402E Half Unit
Key Issues in Transnational Environmental Law

This information is for the 2017/18 session.
Teacher responsible: Dr Veerle Heyvaert NAB7.06
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course focuses on current developments in environmental law beyond the State, which includes both the European and international level. It reviews the main law and policy principles that inspire transnational environmental developments, and identifies opportunities for and obstacles to the effectiveness of transnational environmental law. Then, the course turns the spotlight on the most important environmental challenges of our time and examines the role of transnational law in managing or resolving them. The course is structured as follows:
1. Environmental law in context: economic and alternative approaches to sustainable development.
2. Sources and principles of international environmental law.
3. Transnational environmental law.
4. Transnational liability: responding to global catastrophes.
5. Controlling toxic substances: risk regulation and the precautionary principle.
6. Climate change: international law and policy developments.
7. Climate change litigation.
8. Protecting biodiversity through designation: the EU example.
9. Regulating markets for ecosystem services.
10. Trade and the environment.
11. Revision.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: A detailed reading list will be provided for each seminar. Essential reference works include Sands and Peel, Principles of International Environmental Law (CUP, 2012); Bodansky, The Art and Craft of International Environmental Law (Harvard University Press, 2010); Bodansky, Brunnee & Hey, The Oxford Handbook of International Environmental Law (OUP, 2007); Kingston, Heyvaert & Cavoski, European Environmental Law (CUO, 2017); R. Revesz, P. Sands & R. Stewart, Environmental Law, the Economy, and Sustainable Development (CUP, 2000); Carlarne, Climate Change Law and Policy. EU and US Approaches (OUP, 2010); R. Coase, 'The Problem of Social Cost' (1960) 3 The Journal of Law & Economics, 1-44; and Stern Review Executive Summary (online).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL403E Half Unit
International Human Rights: Concepts, Law and Practice

This information is for the 2017/18 session.
Teacher responsible: Dr Margot Salomon
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course is concerned with the international protection and promotion of human rights and its relation to a range of current global problems. The course draws on the international law and practice of human rights to examine how we might best understand the contribution and limitations of human rights to addressing contemporary ills. Through the consideration of a range of standards and thematic issues participants will learn about, and critically analyse, human rights concepts, norms, institutions and actors. The course begins by studying the ideas and objectives that underpin the post-1945 human rights legal order and then turns to consider the United Nations and regional architectures as well as standards of international human rights. We build on this foundation to examine a variety of human rights topics and to explore how international law in these areas has developed and is being applied. The lectures will explore civil and political rights, economic social and cultural rights, 'third generation' rights, the rights of particular groups as well as a selection of current issues. Subjects may include: the prohibition of torture and the war on terror; the right to privacy; the right to food; the right to self-determination; the right to development; the rights of indigenous peoples; women's human rights; transnational corporations and human rights; human rights and poverty, and; human rights and the environment.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: A Cassese, International Law (2005); O de Schutter, International Human Rights Law: Cases, Materials, Commentary (2nd edn., 2014); F Mégret, 'The Nature of Obligations' in D Moeckli, S Shah and S Sivakumaran (eds), International Human Rights Law (2nd edn., 2014); Report of the Eminent Jurists Panel on Terrorism, Counter-terrorism and Human Rights: Assessing Damage, Urging Action (International Commission of Jurists, 2009); M E Salomon, Global Responsibility for Human Rights: World Poverty and the Development of International Law (2007); Report to the United Nations General Assembly of the Independent Expert on Human Rights Obligations relating to the Enjoyment of a Safe, Clean, Healthy and Sustainable Environment, UN Doc. A/HRC/22/43 (2012); A Clapham, Human Rights Obligations of Non-State Actors (2006); H Charlesworth and C Chinkin, The Boundaries of International Law (2001); J Kozma, M Nowak and M Scheinin, A World Court of Human Rights – Consolidated Draft Statute and Commentary (2010).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL404E Half Unit
European and UK Human Rights Law

This information is for the 2017/18 session.
Teacher responsible: Prof Conor Gearty SAR.G.04
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course has two parts. In part one the origins, development and current standing of the European Convention on Human Rights and Fundamental Freedoms are considered. The primary focus will be on the case-law of the European Court of Human Rights, though the cases of other jurisdictions will also be referred to where appropriate. The course will analyse the Convention from the perspective of selected rights within it, but will also engage with the subject thematically, subjecting such concepts as the 'margin of appreciation', 'living instrument' and proportionality to close scrutiny. The goal of this part of the course is to give students a good critical understanding of the Convention, the case-law of the Strasbourg court and the Convention's place within the constitutional and political structure of 'Greater Europe'. The second part of the course is made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. This part of the course will identify the principles that underpin the UK Act and explain its proper place in British law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. Linkages with the broader European framework discussed in the first part will be made by students through their reading and through class-engagement. The implications for human rights of the UK's intended departure from the EU will also be considered.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Jacobs and White, The European Convention on Human Rights 6th edn (OUP, 2014) and/or Harris, O'Boyle and Warbrick, Law of the European Convention on Human Rights 3rd edn (Oxford, 2014). The text on the UK is Gearty, On Fantasy Island. Britain, Strasbourg and Human Rights (Oxford University Press, 2016). Also useful is Mowbray, Cases and Materials on the European Convention on Human Rights 3rd edn (Oxford, 2012). Kavanagh, Constitutional Review under the UK Human Rights Act (Cambridge, 2009), Hickman Public Law after the Human Rights Act (Hart, 2010) and Gearty, Principles of Human Rights Adjudication (Oxford University Press, 2004).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL405E Half Unit
Dispute Resolution and Advanced Mediation

This information is for the 2017/18 session.
Teacher responsible: Prof Linda Mulcahy NAB7.15
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The principal focus of the course is upon methods of resolving disputes other than adjudication. The course brings together theory and observation of practice and is divided into two parts. In the first section students examine what motivates people to enter into disputes and the range of outcomes they seek, the history of the "informal justice" movement and the transformation of attitudes to dispute resolution in the UK and beyond. The emphasis in this part of the course is also on looking at the two primary forms of dispute resolution, negotiation and mediation. In the second part of the course specialist practitioners work with the class in exploring the interface between theory and practice and the different dynamics of disputes and their resolution in specific subject areas such as commercial law, community disputes, international law and family law. The course is designed to complement the option on Commercial Arbitration.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Students will also find it useful to access the following books which provide important context for debate about the civil litigation system and negotiation tactics: Henry Brown and Arthur Marriot, (2012) ADR: Principles and Practice, London: Sweet and Maxwell. This is written by practitioners but also makes reference to a number of seminal academic studies. It provides a good framework within which to position the more in-depth arguments contained in the academic articles set each week. Genn, Hazel, (2009) Judging Civil Justice (The Hamlyn Lectures) Cambridge, Cambridge University Press. This book provides a really good overview of civil justice reforms across developed legal systems and will alert you to many of the academic and policy debates which have surrounded reform. Roger Fisher and William Ury (2012) Getting to Yes: Negotiating an Agreement Without Giving In, Random House. This is a classic text in the field and very simple to read. This book will also help you when we come to study mediation which is often described as a form of facilitated negotiation. Simon Roberts and Michael Palmer's 2005 (second edition) Dispute Processes: ADR and the Primary Forms of Dispute Resolution, Cambridge, Cambridge University Press. This is the most theoretical book in this list but provides extracts from many of the seminal works in the field that we will be studying. It adopts a very inter-disciplinary approach. This is useful as background reading.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL406E Half Unit
Regulation of Financial Markets I

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Paech NAB7.05
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course (Part I and Part II) examines the regulatory structures governing financial markets and investment services. It covers the main principles of international, EU and UK financial regulation, with the aim of developing a critical understanding of the dynamics and conceptual framework of financial regulation. The course does not aim to provide a detailed comparative account of financial regulation across countries, but international comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects. No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complimentary to a number of other courses, including Law of Corporate Finance or International Financial Law and Practice I & II.
The first part of this course will address the following topics:
Anatomy of the Financial Market and the Great Financial Crisis
Building Blocks of the Regulatory World
Rationales for its Regulation: Systemic Stability, Market Integrity, Principle-Agent Competition
Key Elements of Financial Regulation: disclosure, resilience, risk modelling and regulation inside firm
Global and EU Regulatory Structures
Financial Stability – Policy Issues, Principles and Global Standard Setters
Prudential Regulation of Banks – The Basel Accords
The EU Banking Union
Deposit Guarantees
Bank Resolution and Insolvency
Teaching: 24-26 hours of contact time (for each half unit)
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: A Turner et al, The Future of Finance: The LSE Report (2010); S Valdez and P. Molyneaux, Introduction to Global Financial Markets (7th edn).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL407E Half Unit
Regulation of Financial Markets II

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Paech NAB7.05
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course examines the regulatory structures governing financial markets and financial services. It covers the main principles of international, EU and UK financial regulation with the aim of developing a critical understanding of the conceptual framework for financial regulation. This half unit focuses on financial stability, including macro and micro-prudential regulation, regulation of trading and market infrastructure, and on new and emerging issues in financial regulation.
The course does not aim to provide a detailed comparative account of financial regulation across countries, but international comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects.
No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required. The course might be regarded as complimentary to a number of other courses, including Law of Corporate Finance or International Financial Law and Practice I & II.
Topics include:
1. Unpicking the Great Financial Crisis
2. Mapping regulation for financial stability
3. States, Banks and Global Markets: the macroeconomic Background
4. The next Financial Crisis
5. Ethics in Finance
6. Market Integrity
7. The role of Consumers
8. Consumer Protection
9. Securities markets and Conduct of Business
10. Fast, global, decentralized– the Challenges of the Future
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: A Turner et al, The Future of Finance: The LSE Report (2010); S Valdez and P. Molyneaux, Introduction to Global Financial Markets (7th edn).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL408E Half Unit
Comparative Constitutional Law: Institutions

This information is for the 2017/18 session.
Teacher responsible: Dr Jo Murkens NAB7.31
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course examines the central issues in comparative constitutional law across a range of jurisdictions and from a variety of perspectives. The course opens with an introduction on the purpose of comparative constitutional law.

The first substantive part discusses various approaches to the study of CCL as well as the migration of constitutional ideas (and related notions of constitutional borrowing, transplants etc). The second part deals with key constitutional concepts (constitution; rule of law; presidentialism, parliamentarism) which are discussed from a historical and comparative perspective. The point of these sessions is not to compare for the sake of comparing, but to equip you (the researcher) with the conceptual tools to do insightful, critical, and original comparative work of your own. The third part looks challenges the assumptions of liberal constitutionalism by examining constitutions in divided societies and authoritarian constitutionalism. The overall aim of the course is to develop students' understanding and use of many general theoretical explanations surrounding debates in CCL, and to develop students' critical/analytical approach to many of the questions facing judges and scholars in the next decade.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: There is no set book for this course. All materials will be made available in advance on Moodle.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL409E Half Unit
Comparative Constitutional Law: Rights

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Moller NAB7.01
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course examines a range of controversial issues in human and constitutional rights law from a comparative perspective. These include: Abortion; Euthanasia and Physician-Assisted Suicide; 'Deviant' Sex: Sodomy, Sado-Masochistic Sex, and Incest; Religion in the Public Sphere; Hate Speech and Denial of the Holocaust; Obscenity. We will approach them by comparing and contrasting judgments from courts all over the world, with a certain emphasis on cases from the U.S. Supreme Court, the Canadian Supreme Court, the South African Constitutional Court, the European Court of Human Rights, the U.K. Supreme Court, and the German Federal Constitutional Court. The goals of the course are, first, to introduce the students to the jurisprudence of those extremely powerful and influential courts, and, second, to invite them to think about and critically analyse some of the most controversial, difficult, and important rights issues of our time.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: The course is mainly case-based; however, interested students may find the following book helpful: V Jackson and M Tushnet, Comparative Constitutional Law, 3rd edition, 2014.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL410E Half Unit
International Financial Law and Practice I

This information is for the 2017/18 session.
Teacher responsible: Dr Philipp Paech NAB7.05
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: As the recent debate on shadow banking shows, the traditional financial market sectors of commercial banking, investment banking, derivatives, capital markets and asset management are nowadays converging. However, their academic analysis is still largely sector-based. This course offers a cross-sectoral, functional analysis, permitting students to grasp the big picture of the entire financial market law. To this end, the course largely concentrates on the different activities of risk taking and risk shifting regardless of the type of financial institution involved. The course is also a novelty as it integrates both spheres of rulemaking for the financial markets, notably financial law and some fundamentals of financial regulation. Experience shows that approaching the framework for financial law without at least considering the interdependencies with risk management and capital requirements leaves us with only a fragmented picture. For non-practitioners, the market context of financial law appears sometimes confusing. Therefore, this course will first approach each subject from in a market perspective before coming to the legal framework. This short overview is essential with a view to understanding the permanent interaction between market behaviour and the legislators' and regulators' responses to it. The legal framework will be analysed taking into account international rules and developments as well as European legislation. Since the City of London is one of the globally most important financial markets, England will be used as anchor-jurisdiction in order to develop patterns of global significance that are addressed by legislators and regulators around the world, in particular also looking at the European Union and at international rulemaking. The course also highlights certain anomalies in differing legal treatment of the respective sectors, and considers key trends. It is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:
- The logic and the players of the financial market. The creation and allocation of risk. The distinction between 'Law' and 'Regulation'.
- The reasoning and sources of financial law and regulation. The role of European financial law and regulation. The role of international law.
- Understanding the financial crisis.
- Banks and their nature. Assets and Liabilities. Deposit taking and bank loans. Money market instruments. Rank of creditors in bank insolvencies.
- Raising capital. Primary market and secondary market. Issuance of debt securities (bonds). Issuance of Eurobonds. Issuance of equity (shares).
- Security interests and financial collateral.
- Rehypothecation, repurchase agreements and securities lending. Relevant conflict-of-laws problems.
- Guarantee, indemnity, insurance.
- Derivatives. Types of derivatives. The rise of derivatives. Recharacterisation risk. Standard documentation (ISDA).
- Netting and set-off. Relation to insolvency law. Importance for derivatives, repos, securities lending. Conflict-of-laws analysis. Cross-jurisdictional problems.
- Trusts.
- Fund structures (public and alternative).

• Structured finance, securitisation and asset-backed securities. The rationale behind it. Risks.
• Transfer of financial instruments. Stock exchanges. Trading and settlement of securities. Intermediated securities. Conflict of laws and cross-jurisdictional problems. Derivatives clearing.
• Syndicated loans.
• Regulatory arbitrage in respect of financial transactions.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading:

- P. Wood. Law and Practice of International Finance, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, Financial Law, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.
- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, An Introduction to Global Financial Markets, 7th ed., Palgrave-McMillan 2013, ca. £29.-P. Wood. Law and Practice of International Finance, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, Financial Law, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.
- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, An Introduction to Global Financial Markets, 7th ed., Palgrave-McMillan 2013, ca. £29.- P. Wood. Law and Practice of International Finance, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, Financial Law, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.
- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, An Introduction to Global Financial Markets, 7th ed., Palgrave-McMillan 2013, ca. £29.

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL411E Half Unit
International Financial Law and Practice II

This information is for the 2017/18 session.

Teacher responsible: Dr Philipp Paech NAB7.05

Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: There are no specific prerequisites for taking this course. While this course is complimentary to LL410E prior completion of the latter is not necessary to take LL411E.

Course content: This course explores contemporary issues of the commercial law of international financial markets. These include (a) the future of English law as reference law for international finance; (b) financial markets and modern trends in conflict-of-laws; (c) the legal characteristics of the various types of networks used in financial markets, and the disruptive force of the upcoming 'blockchain' technology; (d) the legal challenges flowing from the increasing use of 'big data' and artificial intelligence in financial services; (d) the role of commercial law in managing risk; (e) the nature of so-called smart contracts and their role in standard documentation and risk management. As the course is conceived to be very topical, some of the course content may change.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading:

- The reading will consist of 2-3 scholarly articles per subject, such as P Paech, 'Governance of Blockchain Financial Networks', Modern Law Review (forthcoming), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2875487.
- Basic knowledge on international financial law (recommended in particular to students who did not take LL410E): P. Wood. Law and Practice of International Finance, Sweet & Maxwell, 2008 (ca. £40, soft bound).
- Understanding the financial market: S. Valdez, Ph. Molyneux, An Introduction to Global Financial Markets, 8th ed., Palgrave-McMillan 2015 (soft bound, ca. £29 - this is not a legal work but very useful for those new to the financial market).

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL412E Half Unit
International Economic Law I

This information is for the 2017/18 session.

Teacher responsible: Prof Andrew Lang NAB6.19

Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The aim of the course is to introduce students to the field of international economic law: its principles, rules, practices, and institutions, and the debates which attend each. The course focuses on the public international law rules and institutions which govern international trade. Students will be given a grounding in the jurisprudence of the WTO, but will also be introduced to interdisciplinary material on the broader political, economic, institutional and normative contexts in which international economic law operates. Key themes will include the question of 'development' and developing countries, the role of expertise in global economic governance, and institutional aspects of judicial international dispute settlement. Students will be expected to engage with the principles and practice of international economic law both at the technical level, and at the level of critical reflection.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: M.J. Trebilcock, R. Howse and A. Eliason, The Regulation of International Trade, 4th ed., Routledge, 2012; P. Van den Bossche and W. Zdouc, The Law and Policy of the World Trade Organization: Text, Cases and Materials, 3rd ed., Cambridge UP, 2013; S. Lester and B. Mercurio, World Trade Law: Texts, Materials and Commentary, 2nd ed., Hart Publishing 2012.

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL413E Half Unit
International Economic Law II

This information is for the 2017/18 session.
Teacher responsible: Prof Andrew Lang NAB6.19
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course is a continuation of LL412E.
In International Economic Law II, topics to be covered may include: Trade Remedies (Antidumping, Countervailing duties and Safeguards); Trade and Global Value Chains; State-owned Enterprises; Advanced Issues in WTO Dispute Settlement; Digital Trade; Trade and Taxation; and others. In both courses, we will set aside time to consider topical issues, for example around public international regulation of global finance, regional economic integration, development and developing countries in the trading system, and environmental aspects of international trade.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: M.J. Trebilcock, R. Howse and A. Eliason, The Regulation of International Trade, 4th ed., Routledge, 2012; P. Van den Bossche and W. Zdouc, The Law and Policy of the World Trade Organization: Text, Cases and Materials, 3rd ed., Cambridge UP, 2013; S. Lester and B. Mercurio, World Trade Law: Texts, Materials and Commentary, 2nd ed., Hart Publishing 2012.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL415E Half Unit
Fundamentals of International Commercial Arbitration

This information is for the 2017/18 session.
Teacher responsible: Dr Jan Kleinheisterkamp NAB7.09
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course provides an introduction to the theory and practice of international arbitration, one of the most important mechanisms for settling disputes arising from commercial cross-border transactions. The focus is mainly on English arbitration law, which is put into a comparative perspective and contrasted especially with French law, which highlights the antagonism between Paris and London as the rivalling centres for international arbitration. Special attention is given to the applicable international treaties, the problems of conflicts of laws, and the different types of institutional and transnational rules that may have to be taken into consideration in an international arbitration. This course prepares for 'Advanced Issues of International Commercial Arbitration'.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: M. Moses, The Principles and Practice of International Commercial Arbitration (2nd edn, CUP 2012); G. Born, International Arbitration - Law and Practice (2nd edn, Kluwer 2015); N. Blackaby & C. Partasides, Redfern and Hunter on International Commercial Arbitration (6th edn, OUP 2015); J.-F. Poudret & S. Besson, Comparative Law of International Commercial Arbitration (Sweet & Maxwell 2007); E. Gaillard & J. Savage, Fouchard Gaillard Goldman on International Commercial Arbitration (1999).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL416E Half Unit
Advanced Issues of International Commercial Arbitration

This information is for the 2017/18 session.
Teacher responsible: Dr Jan Kleinheisterkamp NAB7.09
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Pre-requisites: Fundamentals of International Commercial Arbitration (LL415E) or equivalent course in previous studies or relevant practical experience with international arbitration
Course content: This course aims at giving students who already are acquainted with the fundamentals of arbitration the possibility to go into depth into selected problems of international commercial arbitration. The course is designed to allow intense discussions of these problems in order to raise the sensitivity for the issues at stake and to lead to a research oriented approach. Despite its academic outset, the course is highly relevant for those wanting to specialise in arbitration practice, as the theoretical problems have a most significant impact on practical solutions. The course will treat a selection of topical contemporary issues of international commercial arbitration, such as the role of internationally mandatory rules of law, arbitration & insolvency, the scope of the competence-competence principle; arbitration and fraud and corruption, or the enforcement of awards set aside abroad. The course seeks to be as topical as possible, so that content may change in the light of developments.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: G. Born, International Commercial Arbitration (2nd edn, Kluwer 2015); N. Blackaby / C. Partasides, Redfern & Hunter on International Commercial Arbitration (6th edn, OUP 2015); J.-F. Poudret / S. Besson, Comparative Law of International Commercial Arbitration (Sweet & Maxwell 2007); E. Gaillard / J.

Savage, Fouchard Gaillard Goldman on International Commercial Arbitration (Kluwer 1999). Cases and doctrinal articles for each topic.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL417E Half Unit
International Commercial Contracts: General Principles

This information is for the 2017/18 session.
Teacher responsible: Dr Jan Kleinheisterkamp NAB7.09
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Pre-requisites: Firm knowledge of contract law and/or international sales law from previous studies.
Course content: The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture. These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and penalties. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally accepted principles. Where there are divergences between existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts and the European Principles of Contract Law. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both examination and classes, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: S. Vogenauer & J. Kleinheisterkamp, Commentary on the UNIDROIT Principles of International Commercial Contracts (1st edn, OUP 2009); H. Kötz, European Contract Law (OUP 1997); K. Zweigert & H. Kötz, An Introduction to Comparative Law (3rd edn, OUP 1998); H. Beale et al., Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law (2nd edn, OUP 2010); J. Gordley & A. von Mehren, An Introduction to the Comparative Study of Private Law: Readings, Cases, Materials (CUP 2006).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL418E Half Unit
Comparative Corporate Governance

This information is for the 2017/18 session.
Teacher responsible: Dr Carsten Gerner Beuerle NAB5.08
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course will focus on the role of boards of directors in large public companies and groups of companies. It will deal with the legal regulation of agency problems arising between the board and shareholders as a class; between the board/majority shareholders and minority shareholders; and between the board and other stakeholder groups, notably creditors and employees. Although the main focus will be on board and shareholder relationships, the aim of the course is to develop and apply a framework of analysis which illuminates relations between the board and all stakeholder groups. The course will be taught largely on a comparative basis, focusing on English, US, German and French law.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Reading will be prescribed for each seminar. Preliminary reading can be found in P. Davies, Introduction to Company Law (OUP, 2nd edition 2010), chapters 5-9 ; R. Kraakman et al, The Anatomy of Corporate Law (2nd edition 2009); D. Kershaw, Company Law in Context: Text and Materials (OUP, 2nd edition 2012), chapters 5 and 6.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL419E Half Unit
Law of Corporate Finance

This information is for the 2017/18 session.
Teacher responsible: Dr Eva Micheler NAB7.35
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, identifying and protecting shareholder rights, issuing shares, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, reform and moving to a solvency test and financial assistance. The course will focus on English Law but reference will be made to the relevant EU rules.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Gower and Davies, Principles of Modern Company Law, 8th edition, 2008, part 2, 6 and 7; Eilis Ferran, Principles of Corporate Finance Law, 2008, chapters 1-13.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL420E Half Unit
International Law and Climate Change

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Humphreys NAB5.12
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course covers the international law dealing with climate change with a view to assessing how risks and uncertainties caused by climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and legal questions raised by climate change cannot be addressed by reference to climate change law (or indeed international environmental law) alone. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (international economic law, human rights law, state responsibility, international migration law) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative and/or ethical bases for choosing between actions designed to prevent and/or manage climate change and its consequences, attentive to developmental imperatives and the theoretical concerns raised by the 'fragmented' nature of international law
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Rosemary Rayfuse and Shirley Scott (eds.), Climate Change and International Law, Edward Elgar (2011) Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (Eds.), Climate Ethics: Essential Readings, Oxford University Press (2010); Patricia Birnie, Alan Boyle, Catherine Redgwell, International Law and the Environment, Oxford University Press (2009); Nicholas Stern, The Economics of Climate Change: The Stern Review, Cambridge: Cambridge University Press (2007); IPCC, Fourth Assessment Report, Cambridge University Press (2007); Stephen Humphreys (ed.), Climate Change and Human Rights, Cambridge University Press (2009); Larry Lohmann, Carbon Trading, Dag Hammerskjöld Foundation (2006); Lavanya Rajamani, Differential Treatment in International Environmental Law, Oxford University Press (2006).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL423E Half Unit
Media Law: Regulating Publication

This information is for the 2017/18 session.
Teacher responsible: Dr Andrew Scott NAB6.25
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course examines the legal and administrative regulation of mass media publication (principally the press, the broadcast media, and institutionalised Internet publication). The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines potential restrictions on publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality of political representations, the avoidance of offence (obscenity and religion), national security, and the protection of children.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Warby, Moreham and Christie (eds) Tugendhat and Christie: The Law of Privacy and the Media, (3rd edn, OUP, 2016), Parkes and Mullis (eds), Gatley on Libel and Slander (Sweet & Maxwell, 12th ed, 2013); Fenwick and Phillipson, Media Freedom Under the Human Rights Act (OUP, 2006); Robertson and Nicol, Media Law (Sweet & Maxwell, 5th ed 2007), Doley and Mullis (eds), Carter Ruck on Libel and Privacy (6th edn, Lexis Nexis, 2010), Barendt, Freedom of Speech (OUP, 2nd ed 2005), Nicol, Millar and Sharland, Media Law and Human Rights (OUP, 2009); Cram, A Virtue Less Cloistered: Courts, Speech and Constitutions (Hart Publishing, 2002).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL424E Half Unit
Media Law: Regulating Newsgathering

This information is for the 2017/18 session.
Teacher responsible: Dr Andrew Scott NAB6.25
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course examines the legal and administrative regulation of newsgathering and content production practices undertaken by journalists and others working in the media sector.

The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of newsgathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include protection of sources (in general; vis-a vis police and security interests; payment of sources); access to information held by the state (official secrets; news management; freedom of information); access to the justice system (secret justice / physical access to courts; access to court documents; technology and the courts - text-based reporting and broadcasting; access to prisoners); media-police interaction; harassment and media intrusion, and surreptitious newsgathering practices (hacking, tapping and subterfuge).
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Warby, Moreham and Christie (eds) Tugendhat and Christie: The Law of Privacy and the Media, (3rd edn, OUP, 2016), Millar and Scott, Newsgathering: Law, Regulation and the Public Interest (OUP, 2016); Robertson and Nicol, Media Law (Sweet & Maxwell, 5th ed 2007), Warby, Moreham and Christie (eds), Tugendhat and Christie: The Law of Privacy and the Media, (2nd ed, OUP, 2011), Nicol, Millar and Sharland, Media Law and Human Rights (OUP, 2009), Davies, Flat Earth News (Chatto & Windus, 2008).art Publishing, 2002).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL425E Half Unit
Competition Law

This information is for the 2017/18 session.
Teacher responsible: Dr Pablo Ibanez Colomo
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course is a comprehensive study of the main features of competition law. While the focus is on EU competition law, reference will be made to the laws of other jurisdictions (e.g. the United States and the UK) when these offer relevant points for comparison. The first part of the course examines the history and aims of competition law. It considers the role of economic analysis and its limitations in the light of non-economic considerations. The second part is a review of the major substantive fields: restrictive practices; the regulation of monopolies and dominant positions; distribution and cooperation agreements and merger control. The third part addresses the public and private enforcement of competition law.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Whish and Bailey Competition Law (7th edn, 2011); Jones & Sufrin, EC Competition Law: Cases and Materials (7th ed, 2014); Geradin, Layne-Farrar, and Petit, EU Competition Law and Economics (2011); Faull & Nikpay, The EC Law of Competition (3rd edn, 2004).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL426E Half Unit
Theory of Human Rights Law

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Moller NAB7.01
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course will provide an introduction to the philosophy of human rights and theoretical issues in human rights law. The emphasis is on a combination of law and theory; to this end, each seminar will rely on a mixture of cases from various jurisdictions and theoretical and philosophical materials. The overarching questions to be examined are to what extent current philosophical theories of human rights can illuminate our understanding of the cases and legal doctrines, and to what extent the cases and doctrines can help improving the theoretical and philosophical understanding of human rights. Topics to be discussed will include: Interest Theories of Human Rights; Ronald Dworkin's Theory of Rights as Trumps; Balancing and Proportionality; Human Rights and Judicial Review I (The American Perspective); Human Rights and Judicial Review II (The European Perspective); Absolute Rights.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, James Griffin, Mattias Kumm, Jeremy Waldron and Frances Kamm.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL427E Half Unit
Constitutional Law and Theory

This information is for the 2017/18 session.
Teacher responsible: Prof Thomas Poole NAB 7.20
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course examines the role of constitutions and the nature of constitutional discourse. It considers the ways in which theorists have advanced understanding of constitutions and devised solutions to a range of constitutional questions. The course deals with the following topics: the scope of constitutional theory; the constitution of government; constitutional politics; representation; sovereignty; constituent power; constitutional rights; the rule of law; liberalism and republicanism; constitutional adjudication; cultural pluralism; theories of federalism; the cosmopolitan polity.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Much of the reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle. Indicative reading includes: Hobbes, Leviathan; Rousseau, The Social Contract; Montesquieu, The Spirit of the Laws; Burke, Reflections on the Revolution in France; Tocqueville, Democracy in America; Schmitt, Constitutional Theory; Oakeshott, On Human Conduct; Hayek, The Constitution of Liberty.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL430E Half Unit
Investment Treaty Law

This information is for the 2017/18 session.
Teacher responsible: Mr Christopher Thomas NAB 7.18
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The aim of the course is to introduce students to international investment law and dispute settlement, the latter emphasizing developments in investment treaty arbitration.
The course focuses on the public international law rules and institutions that govern investments and investment treaty disputes. The course has five main elements: (1) the historical, theoretical and policy background behind investment treaties and dispute settlement by arbitration; (2) the rules governing jurisdiction and admissibility of investor-state arbitration cases; (3) the substantive principles and standards – such as national treatment, most-favoured-nation treatment, expropriation, and the minimum standard in international law – that may apply to the investor-state relationships; (4) recognition and enforcement of investor-state arbitral awards and interaction between international tribunals and national courts; and (5) the discussion of the future of international investment law.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: R Dolzer and C Schreuer, Principles of International Investment Law (2nd edn, Oxford 2012); G Van Harten, Investment Treaty Arbitration and Public Law (Oxford, 2006); C McLachlan QC, L Shore, M Weiniger, and L Mistelis, International Investment Arbitration: Substantive Principles (Oxford, 2007)
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL431E Half Unit
Takeover regulation in the UK and US

This information is for the 2017/18 session.
Teacher responsible: Prof Robert Kershaw NAB7.16
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course will look at the regulation of the bid process and at takeover defence regulation in the UK and the US. The course will look at: transaction structures used in private equity deals; the function and effects of the market for corporate control; takeover process regulation; the extra-territorial effects of US process regulation; takeover defence regulation; deal protections; and regulating conflicts of interest in going private transactions.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: The course will use materials distributed through moodle and the course pack as well as D. Kershaw, Foundations and Principles of Takeover Regulation (forthcoming 2016) [to be distributed in draft through the course pack]. Background material can be found in R. Kraakman et al, The Anatomy of Corporate Law (2004); B. Black, The Law and Finance of Corporate Acquisitions (1995); and W. Carney, Mergers and Acquisitions (2003).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL432E Half Unit
Mergers, Acquisitions and Restructurings

This information is for the 2017/18 session.
Teacher responsible: Mr Edmund-Philipp Schuster NAB6.30
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Pre-requisites: There are no formal pre-requisites for this module.
Course content: In this module, we will explore the regulation of mergers, acquisitions and restructurings in Europe. We will focus on legal techniques for the combination and restructuring of business operations in Europe, with a particular focus on the legal issues arising in cross-border transactions in the EU.
There are a number of reasons for corporations wanting to restructure their operations or to make acquisitions. For instance,

firms may want to acquire a strategically valuable firm or asset in order to improve the efficiency (and thus increase the value) of their business operations; they may want to implement a better governance structure, enabling them to manage their undertaking more effectively; or they may want to subject themselves to more favourable legal or tax rules – including choosing among different national corporate laws.
EU law offers a range of legal vehicles for achieving such aims, and it is these vehicles we will explore throughout the term. In particular, we will look at re-incorporations of EU companies based on the relevant Treaty provisions; takeovers of (listed) EU companies; domestic ("statutory") mergers; de-mergers and spin-offs; cross-border mergers in the EU; and the European Company.
Content overview:

- The market for corporate control, corporate ownership structures and transaction structures for takeovers and restructurings in Europe
- European takeover regulation
- Domestic mergers
- Divisions & spin-offs
- Cross-border mergers
- Employee participation (board-level co-determination) and board structures, and their relevance for corporate transactions
- The European Company (SE)
- Brief introduction to taxation of corporate transactions and tax-related drivers and incentives for intra-group reorganisation and company migration

Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Sample readings: R. Romano, A Guide to Takeovers: Theory, Evidence and Regulation (1992) 9 Yale Journal of Regulation 119; RD Kershaw, Company Law in Context (2012), Web Chapter A [available here: http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web_Chapter_A.pdf]; S Grundmann, European Company Law (Intersentia, 2nd ed. 2011): Chapter 3 (Mergers & Divisions); R Kraakman et al, The Anatomy of Corporate Law (OUP, 2nd ed. 2009): Chapter 7 (Control Transactions); PL Davies et al, The Takeover Directive as a Protectionist Tool? [available here: http://ssrn.com/paper=1554616]; C Clerk et al, A Legal and Economic Assessment of European Takeover Regulation [available here: http://www.ceps.eu/system/files/Takeover%20Bids%20Directive%20book%20-%20Final.pdf]; E-P Schuster, The Mandatory Bid Rule: Efficient, After All? (2013) 76 Modern Law Review 529; KJ Hopt and E Wymeersch (eds), European Takeovers: Law and Practice; M Pannier, The EU Cross Border Merger Directive – A New Dimension for Employee Participation and Company Restructuring (2005) 16 European Business Law Review 1424.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL433E Half Unit
State and Market in the EU

This information is for the 2017/18 session.
Teacher responsible: Dr Pablo Ibanez Colomo NAB5.16
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: Member States of the EU are not free to award subsidies to their national companies or to support them in a comparable way (by, inter alia, securing favourable supply conditions to the companies, granting loans at favourable rates or providing unlimited guarantees). In the wake of the recent financial crisis, for instance, bailout measures adopted across the EU had to be cleared by the European Commission in accordance with Articles 107 and 108 TFEU. The first part of the course explores the economic rationale underpinning the control of State aid in the European Union (the reasons why similar regimes are not implemented at the national level in federal countries facing similar issues, such as the United States, will also be explored). The second part examines (i) the notion of State aid within the meaning of Article 107(1) TFEU and (ii) the conditions under which measures falling under the scope of that provision may be deemed compatible with the internal market. The third part provides an overview of the application of the law in some sectors (including the financial and the communications sectors) or for some purposes (e.g. research and development, regional aid). The fourth part is devoted to the procedural aspects of the discipline.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Quigley, European State Aid Law and Policy (3rd Edition, 2015); Bacon (ed), European Community Law of State Aid (2nd Edition, 2013); Jones and Sufrin, EU Competition Law (online chapter) (5th Edition, 2014)
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL434E Half Unit
Regulation: Strategies, Theories and Implementation

This information is for the 2017/18 session.
Teacher responsible: Prof Gordon Baldwin NAB7.08
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics. Topics include: What is regulation and Why do it? What is Good Regulation? Regulatory Strategies. Explaining Regulation. Enforcing Regulation. Risk Regulation. Regulatory Standard Setting. Regulatory Competition. Regulation and Cost Benefit Analysis.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: R. Baldwin, M. Cave and M. Lodge, Understanding Regulation, 2nd ed. (OUP, 2011); R. Baldwin, M. Cave and M. Lodge (ed.) Oxford Handbook on Regulation (OUP, 2010); R. Baldwin, C. Hood and C. Scott, Socio-Legal Reader on Regulation (OUP, 1998); Responsive Regulation: Transcending the Deregulation Debate by Ian Ayres and John Braithwaite (OUP,

1992); B. Morgan and K. Yeung (2007), An Introduction to Law and Regulation (Cambridge University Press, 2007); J. Jordana and D. Levi-Faur, The Politics of Regulation (Edward Elgar, 2004); A. Ogus, Regulation (OUP, 1994); R. Baldwin, Rules and Government (OUP, 1995); I. Ayres and J. Braithwaite, Responsive Regulation (OUP, 1992).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL435E Half Unit
Innovation, Technology and Patent Law

This information is for the 2017/18 session.
Teacher responsible: Dr Siva Thambisetty NAB 7.29
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course critically examines UK and European patent law from different perspectives including the economic case for incentivising innovation, industry and technology-specific legal doctrine, international economic and political frameworks, institutional features, and national, regional and international pressures to harmonise patent law. Case studies from comparable jurisdictions such as US, India or Latin America will be used where appropriate. The course aims to deliver a sound grounding in legal principles while exploring unprecedented challenges raised by emerging technologies through appropriate case studies. Topics include 1) The economics of innovation and patenting/ Jurisprudential rationale for patents, legislative overview – international and domestic. 2) Priority, Novelty and Inventiveness 3) Industrial Application, disclosure and Genomic Inventions 4) The rationale for subject matter exclusions (Methods of medical treatment, diagnostic methods, computer programs, business methods, mental acts, discoveries, genetically modified animals, human embryonic stem cells) 5) Claim drafting, purposive construction and the doctrine of equivalents. 6) Direct/indirect infringement – international concerns 7) The research use exception and its application to post-genomics science 8) The TRIPS Agreement and the global pharmaceutical industry 9) The problem of patent enforcement 10) Patent offices and the property parameters of patents 11) Synthetic biology 12) Competition policy in the technology and pharmaceutical sector. This course complements a number of areas of national and international law and policy.
Students do not need a scientific background and will be supported in learning technical aspects.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Bently and Sherman Intellectual Property Law, OUP 2014, Pila The Requirement for an Invention in Patent Law Oxford University Press 2010, Spence Intellectual Property, Clarendon Law Series 2007, Roughton, Cook and Spence (Eds) The Modern Law of Patents Butterworths 2005, Landes and Posner The Economic Structure of Intellectual Property Law Harvard University Press 2003, Ducor, Patenting the Recombinant Products of Biotechnology, Kluwer Publications 1998, Jaffe & Lerner, Innovation and its Discontents, Princeton University Press 2004.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL436E Half Unit
Rethinking EU Law

This information is for the 2017/18 session.
Teacher responsible: Dr Michael Wilkinson NAB6.28
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: EU law is a fast-moving, dynamic area of law. The course will address core aspects of EU law and develop a number of key themes in the public law and policy of the EU and its Member States. It will provide a sophisticated understanding of the legal, political and constitutional issues surrounding the central debates in the EU, from its origins to the recent crises, including the Euro-crisis and Brexit. Topics will include: - Law and Politics of European Integration - Fundamental Freedoms - Collective Autonomy and Social Justice - Authority of EU Law - Sovereignty, Identity and Pluralism - Political Economy - Future of the EU. The course will use general theoretical accounts in law and related disciplines in order to situate EU law in its economic, political and social context. It uses the LSE's unique interdisciplinary expertise in European law, constitutional theory, public law, and legal theory for a rich and varied study of the challenges facing the EU and its future development.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Chalmers et al., European Union Law (CUP, 2014); Craig and Deburca, EU Law: Text, CAses and Materials (OUP, 2015); Craig and DeBurca (eds.) The Evolution of EU Law (OUP, 2011); Maduro and Azoulai (eds.) The Past and Future of EU Law (Hart, 2010); Dickson and Eleftheriadis (eds.) Philosophical Foundations of EU Law (OUP, 2012); Tuori and Tuori, The Eurozone crisis: A Constitutional Analysis (CUP, 2013)
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL437E Half Unit
International Criminal Law

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Humphreys NAB5.12
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Pre-requisites: Some background in public international law is

helpful for this course. If an introduction or refresher is needed, a standard textbook such as Malcolm Shaw's International Law is recommended.
Course content: The course looks at the history of and background to international criminal law and at its substantive content—its origins in the early Twentieth Century, its purported objectives, and the core crimes set out in the Rome Statute over which the International Criminal Court has jurisdiction (war crimes, crimes against humanity, genocide). The course will then examine in more detail a number of areas of contemporary interest (universal jurisdiction, immunity, torture, terrorism). The course is mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution.
Teaching: 24-26 hours of contact time.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Cryer, Friman, Robinson & Wilmshurst, An Introduction to International Criminal Law and Procedure (Cambridge), 2nd edition (2009). Simpson, Law, War and Crime, Polity (2007).
Indicative reading
Gary Bass, Stay the Hand of Vengeance. The Politics of War Crimes Tribunals (Princeton, 2000); Judith Shklar, Legalism (Harvard, 1964); Mark Osiel, Mass Atrocity, Collective Memory & the Law (Transaction Publishers, 1997); T McCormack & G Simpson, The Law of War Crimes (Kluwer 1997); W Schabas, The International Criminal Court (Cambridge, 2001); H Arendt, Eichmann in Jerusalem (Penguin, 1997).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL438E Half Unit
Commercial Remedies

This information is for the 2017/18 session.
Teacher responsible: Dr Solene Rowan NAB 7.26 and Dr Charles Webb NAB 6.26
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Pre-requisites: Undergraduate contract and tort law
Course content: The objective of the course is to provide students with a detailed understanding of remedies in a commercial context. The reading addresses both case law and academic commentary. Here is an indicative list of the issues that will be considered on the course:
1. The aims of commercial remedies: What interests and other policies may be served by the law when remedying commercial disputes?
2. The function of contract damages: How do the courts assess damages for breaches of contract? Should the courts do more to protect the claimant's interest in performance? What limits are placed on the recovery or measure of damages?
3. Punishment: Is punishment of a defaulting defendant ever a legitimate aim in commercial remedies? Should punitive damages be given a greater role in English commercial law?
4. Agreed remedies: To what extent are commercial parties free to fix the remedies available to them in the event of breach? Does freedom of contract extend to the parties' secondary obligations?
5. Unjust enrichment: What is the law of unjust enrichment? What is its relationship to the law of contract? What can commercial parties recover under the law of unjust enrichment?
6. Comparative law: How do other jurisdictions deal with these questions? What might the common law learn from civil law systems?
Teaching: 24 hours
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. Formative assessment opportunities will be provided (essay or problem questions)
Indicative reading: Rowan, Remedies for Breach of Contract: A Comparative Analysis of the Protection of Performance (OUP 2012). Burrows, Remedies for Torts and Breach of Contract (3rd edn OUP 2004). Campbell, Halson, Harris, Remedies in tort and Contract (2nd edn CUP 2002). Andrews, Clarke, Tettenborn and Virgo, Contractual Duties: Performance, Breach, Termination and Remedies (Sweet & Maxwell 2012). Peel, Treitel: The Law of Contract (14th edn 2015). Chitty on Contracts (32nd edn Sweet & Maxwell 2015)
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL439E Half Unit
UK Corporate Law

This information is for the 2017/18 session.
Teacher responsible: Prof Robert Kershaw NAB7.16
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Course content: 1. The Evolution of the UK company. This session will address the evolution of the corporate form from the mid-19th century, and outline the partnership based conception of UK company. It will contrast the partnership conception with the corporate / entity conception. 2. Legal personality, formation and structure – considering the implications and function of separate legal personality and the scope to disregard the corporate veil; the process of formation; and the constitutional make-up of the company. 3. Corporate Actions – considering how the company acts in contract, tort and crime. 4. The distribution of power in a UK company – considering the location and contractual distribution of power in a UK corporation; the problem of separation of ownership and control / the agency problem; mandatory versus default rules; core mandatory rights: removal of directors and calling shareholder meetings. 5. Director's duties I: the nature of duties; who owes them; to whom; the corporate objective; the duty to promote the success of the company. 6. Directors Duties II: the duty of care (business judgments, business process, monitoring, systems and controls, risk management) 7. Directors Duties III: the duty of loyalty (self-dealing transactions, corporate opportunities, competing with the company, bribes and commissions). 8. Company law and creditor protections – shareholder incentives to exploit creditors; the scope for unlimited liability, duties to creditors; wrongful trading. 9. Derivative Actions: the rule in Foss v Harbottle; the new derivative action mechanism; indemnity orders and contingency fees; reflective loss. 10. Minority shareholder protections – common law restraints on the exercise of majority shareholder power and influence; statutory constraints on the exercise of such power and influence (122(g) Insolvency Act 1986 and section 994 Companies Act 2006.
Teaching: 20 hours of seminars in the MT.
24 hours (Executive LLM)
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Core Texts: David Kershaw, Company Law in Context (2nd ed, OUP 2012). Paul Davies, Gower and Davies' The Principles of Modern Company Law (9th eds, Sweet & Maxwell, 2012). For each session in addition to the main texts other readings will include cases, statutes and journal articles. As an example:
Session 1:
Paul Davies, Gower and Davies' The Principles of Modern Company Law (6th eds, Sweet & Maxwell, 1996), Chapter 1.
Extracts from N. Lindley, Treatise on the Law of Companies (as a Branch of the Law of Partnerships) (1889). F. Palmer, Company Law: A Practical Handbook for Lawyers and Business Men (5th eds, 1905). Extracts from D. Kershaw, The Path of Corporate

Fiduciary Law (2012) 8 New York University Journal of Law and Business 395. M. Lobban, Corporate Identity and Limited Liability in France and England 1825-67, 25 Anglo American Law Review. 397, 403-04 (1996). Ernst v Nichols (1857) 10 Eng. Rep. Ashbury Railways v Riche [1874-80] All ER Rep Ext.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL440E Half Unit
Digital Rights, Privacy and Security

This information is for the 2017/18 session.
Teacher responsible: Dr Orla Lynskey (NAB 6.23)
Professor Andrew Murray (NAB 7.11)
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Pre-requisites: Basic knowledge of EU law is desirable but not essential for this course.
Course content: Personal data is an important factor of production in data-driven economies, and the processing of personal data can generate significant economic and social benefits. Personal data processing can also have a detrimental impact on established rights and values, such as autonomy, privacy and data protection. As a result, legal frameworks to regulate personal data processing have been enacted across the world, with the EU legal model used as a blueprint. Yet, despite the development of such legal frameworks across the globe, critical questions remain unanswered. For instance, the objectives of data protection frameworks differ with some prioritising a fundamental-rights approach to data protection regulation while other frameworks are based on an economic free-trade rationale. Disagreement also persists regarding how the balance should be struck between effective data protection and other rights (such as freedom of expression and freedom of information) and interests (such as innovation and national security).
This course will critically evaluate the legal framework applicable to personal data processing. It will be do this predominantly with reference to the EU framework, as this has served as a model for over 80 other jurisdictions. However we will also examine the US legal framework as it differs considerably from other global legal regimes. Participants will be introduced to techniques and technologies for monitoring and processing personal data in the information society. In order to bring key issues to life, a number of case studies will be considered: the application of data protection rules to online behavioural advertising; to the Internet of Things; and to State surveillance.
Teaching: 24-26 hours of contact time.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Lynskey, The Foundations of EU Data Protection Law (OUP, 2015). Mayer-Schönberger, Delete: The Virtue of Forgetting in the Digital Age (Princeton UP, 2009). Kuner, Transborder Data Flows and Data Privacy Law (OUP, 2013). Bygrave, Data Privacy Law: An International Perspective (OUP, 2015)
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL441E Half Unit
Employment Law

This information is for the 2017/18 session.
Teacher responsible: Dr Astrid Sanders NAB7.19
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: Regulation of the content and the form of the employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Protection against discrimination in the workplace. Discipline and protection from dismissal and termination of employment. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.
Teaching: 24-26 hours of contact time.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: Detailed syllabus of readings will be available and the materials can all be accessed through Moodle. Hugh Collins, Employment Law, 2nd edn (Oxford University Press, 2010), Chapters 1-9 or Hugh Collins, KD Ewing and Aileen McColgan, Labour Law (CUP, 2012).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL442E Half Unit
Insolvency Law: Principles, Rescue and Reconstruction Processes

This information is for the 2017/18 session.
Teacher responsible: Ms Sarah Paterson NAB6.06
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course is concerned with the principles and policies underlying the rescue of financially distressed companies and businesses. The course considers formal legal procedures available for dealing with companies and businesses in financial distress as well as informal approaches to rescue. Topics include: Introduction: Aims and Objectives. Corporate Rescue Procedures: Informal Rescues. Corporate Rescue Procedures: Formal Procedures. Comparative Approaches: USA, Chapter 11. Recognition of Rescue Procedures: EC and International.
Teaching: 24-26 hours of contact time.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch, Corporate Insolvency Law: Perspectives and Principles (Cambridge University Press,

2009) (2nd edition). Wider background reading will include some comparative law reform and other material including: R. Olivares-Caminal et al, Debt Restructuring (Oxford University Press, 2013) and the ABI Commission to Study Reform of Chapter 11 Final Report
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL443E Half Unit
Corporate Bankruptcy

This information is for the 2017/18 session.
Teacher responsible: Ms Sarah Paterson NAB6.06
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course is concerned with the principles and policies underlying the legal treatment of corporate bankruptcy. The impact of these procedures and approaches on third parties, for example corporate groups, secured and unsecured creditors, directors and employees, is also considered. Topics include: Setting aside transactions; The pari passu principle and preferential claims; Secured creditors and security devices; Quasi-security devices for the unsecured creditor; The problem of corporate groups; Company directors in troubled times; Employees in distress and EC and international recognition in corporate bankruptcy
Teaching: 24-26 hours of contact time.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch, Corporate Insolvency Law: Perspectives and Principles (Cambridge University Press, 2009) (2nd edition).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL444E Half Unit
International Law and the Use of Force

This information is for the 2017/18 session.
Teacher responsible: Mr Christopher Thomas NAB7.18
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Pre-requisites: Executive version of an existing taught masters course (LL4A8).
Course content: This course examines the international law relating to when it is permissible to use force (jus ad bellum). The aim of this course is to develop an understanding of the principles of international law that regulate the use of force in international society. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. It looks in detail at the right of self-defence, humanitarian intervention and the responsibility to protect, pro-democratic intervention, the protection of nationals and the criminalization of aggression. The use of force by or with the authorization of the United Nations is also considered.
Teaching: 24-26 hours of contact time.
Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.
Indicative reading: A detailed reading list will be issued in the course pack. See, in particular: Dinstein, War, Aggression and Self-Defence (5th ed, 2011); Gray, International Law and the Use of Force (3rd ed, 2008).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL445E Half Unit
Cultural Property and Heritage Law

This information is for the 2017/18 session.
Teacher responsible: Dr Tatiana Flessas NAB7.27
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course looks at cultural property and heritage law from legal, social theoretical and practice-oriented perspectives. It provides an overview of existing and emerging cultural property and heritage legislation (domestic and international). We will be looking in particular at the development of cultural property legislation in the 20th century and emerging international cultural property and heritage initiatives under the auspices of the UN and UNESCO. Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases in repatriation and restitution of cultural objects, the National Trust and other heritage protection regimes, and intangible cultural heritage. The course also addresses the creation and management of museums and heritage sites, primarily within the UK, but also including sites in North and South America, Europe and Asia. We consider how the issues that we've identified throughout the course arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.
Teaching: Courses are taught over 5 days (Mon-Fri) with approximately 5 hours teaching per day. There is a morning and an afternoon session, so 10 sessions in total with the overall contact time being 24-26 hours.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Neil Cookson, Archaeological Heritage Law (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, Law, Ethics and the Visual Arts (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 1 (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural

Heritage Vol 3 (1989 Butterworths); J.E. Tunbridge and G.J. Ashworth, Dissonant Heritage: the management of the past as a resource in conflict (1996 J. Wiley); Norman Palmer, Museums and the Holocaust: law, principles and practice (2000 Institute of Art and Law); John Henry Merryman, Thinking about the Elgin Marbles: critical essays on cultural property, art and law (2000 Kluwer Law International); Nick Merriman, Beyond the Glass Case: the past, the heritage and the public in Britain (1991); Jeanette Greenfield, The Return of Cultural Treasures (1989); Richard Prentice, Tourism and Heritage Attractions (1993); G.J. Ashworth and P.J. Larkham, eds. Building a New Heritage: tourism, culture, and identity (1994); Peter Mandler, The Fall and Rise of the Stately Home (1997); Patrick J O'Keefe, Trade in Antiquities: reducing destruction and theft (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. Historic Cities and Sacred Sites: cultural roots for urban futures (2001); Federico Mayor, Memory of the Future (1995); Peter J. Fowler, The Past in Contemporary Society: then, now (1992); David Brett, The Construction of Heritage (1996); Karl Ernest Meyer, The Plundered Past (1974).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL446E Half Unit
Art and Antiquities Law

This information is for the 2017/18 session.
Teacher responsible: Dr Tatiana Flessas NAB7.27
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course engages in a discussion of specific cases and issues regarding acquisition, ownership, and restitution of antiquities and works of art, and the problems that arise in regulating markets in art, antiquities and cultural artefacts. We will look at domestic (UK and US) and international legislation regulating the art and antiquities trades. Against this legislative background, the course examines important cases in disputes regarding looting and provenance of antiquities, and questions of commodification and sale of cultural artefacts and antiquities, including the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). 'Art Law' is a specialized area of practice and an emerging area of theory and scholarship. We will look at some of the cases and theory of art and law, including the practices of dealers and auction houses in valuing (and mis-valuing) art for sale; the recent developments in addressing the restitution of art taken during the Nazi era; museum loans and the cross-border movement of art; the restoration and conservation debate(s) and then turn to a scholarly and interpretive approach to the issues that arise in considering the art market. 'Antiquity Law is an engagement with the problems of the market(s) in antiquities and the legal and ethical burdens on the participants in this trade. We will look at the practices and constraints that arise in the context of both private purchasers/dealers and museums acquiring antiquities. We will focus on the case that the government of Italy brought against Marion True, the erstwhile Curator of Antiquities at the Getty Museum, and we will consider how that ground-breaking prosecution changed some of the practices in this area, as well as added to the toolbox for nations seeking repatriation of cultural objects. We will also return to the questions that arise in dealer, auction house and museum policies more generally. Finally, practitioners in these areas, museum and auction house professionals, archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.
Teaching: Courses are taught over 5 days (Mon-Fri) with approximately 5 hours teaching per day. There is a morning and an afternoon session, so 10 sessions in total with the overall contact time being 24-26 hours.
Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Colin Renfrew, Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology (2000 Duckworth); Neil Cookson, Archaeological Heritage Law (2000 Barry Rose); James Cuno, Who Owns Antiquity? Museums and the Battle over our Ancient Heritage (2010 Princeton University Press); John Henry Merryman and Albert E. Elsen, Law, Ethics and the Visual Arts (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 1 (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, Law and the Cultural Heritage Vol 3 (1989 Butterworths); Norman Palmer, Museums and the Holocaust: law, principles and practice (2000 Institute of Art and Law); Olav Velthuis, Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art (2007 Princeton University Press); Jason Felch & Ralph Frammolino, Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum (2010 Houghton Mifflin Harcourt); Sarah Thornton, Seven Days in the Art World (2009 Granta Books); Jeanette Greenfield, The Return of Cultural Treasures (1989); Patrick J O'Keefe, Trade in Antiquities: reducing destruction and theft (1997); Karl Ernest Meyer, The Plundered Past (1974).
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL447E Half Unit
International Law: Courts and Tribunals

This information is for the 2017/18 session.
Teacher responsible: Dr Devika Hovell NAB6.32
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: The course introduces students to the practice and theory of international legal dispute resolution, focusing on dispute settlement before courts and tribunals. The former Prosecutor of the Yugoslav Tribunal, Richard Goldstone, resolved that: 'it seems to me that if you don't have international tribunals, you might as well not have international law'. Given the proliferation of courts and tribunals applying and enforcing international law, certain scholars have argued we are witnessing the emergence of an 'international judicial system' (Martinez).
The course involves three main elements:
1. Firstly, the course examines the structure and work of the International Court of Justice, the principal judicial organ of the United Nations, focusing on jurisdiction/admissibility, contentious cases and advisory opinions.
2. Secondly, the course introduces a variety of other international courts and tribunals, such as the International Criminal Court, domestic and regional courts dealing with international law and human rights, including the European Court of Human Rights and

the European Court of Justice, the WTO Dispute Settlement Body and investment treaty arbitral tribunals. Using contemporary and controversial case studies, the course will critically analyze and contrast the institutional design and jurisdiction of these courts and tribunals.
3. Thirdly, throughout the course we explore key theoretical controversies surrounding the adjudication of international law, focusing in particular on (a) how these courts and tribunals relate to one another (hierarchy, specialization and fragmentation); (b) what criteria should be used in assessing the legitimacy and effectiveness of these courts and tribunals; and (c) whether and how these courts and tribunals create international law.
Teaching: 24-26 hours of contact time.
Formative coursework: Students are encouraged to produce one 2,000 word formative essay during the course.
Indicative reading: Indicative reading includes Karen Alter, The New Terrain of International Law: Courts, Politics, Rights (2014 Princeton); Gleider Hernández, The International Court of Justice and the Judicial Function (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) European Journal of International Law 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 Journal of International Criminal Justice 571.
Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take home exam (100%).

LL448E Half Unit
Terrorism and the Rule of Law

This information is for the 2017/18 session.
Teacher responsible: Prof Conor Gearty SAR.G.04
Availability:
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, eg Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The aim of the course is to give the student a good critical understanding of this most controversial of subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism (and, latterly, the emerging field of 'extremism').
Teaching: 24-26 hours of contact time.
Formative coursework: All students are encouraged to produce one 2,000 word formative essay during the course.
Indicative reading: There are four pieces ideally to be read before we meet:
(i) Richard English Terrorism: How to Respond (Oxford 2009; pb 2010).
(ii) Conor Gearty, Liberty and Security (Polity, 2013).
(Note both of these books are in paperback, and short!)
(iii) Conor Gearty, 'Terrorism and Human Rights' in Gearty, Selected Essays on Human Rights and Terrorism (Cameron May 2008), ch 24 – I have a PDF available.
(iv) Conor Gearty, 'Terrorist threats, Anti-terrorism and the Case against the Human Rights Act' in F Cowell (ed), Critically Examining the Case against the Human Rights Act (Hart 2017) I have a word version.
Please try to ensure that you have completed this reading prior to the module.
Further reading:
(v) A marvellous fund of information is at: http://www.parliament.uk/topics/Terrorism.htm
(vi) R English, Does Terrorism Work? (OUP 2016).
(vii) R v Gul [2013] UKSC 64 (https://www.supremecourt.uk/decided-cases/docs/UKSC_2012_0124_Judgment.pdf); Beghal v DPP [2015] UKSC 49 (https://www.supremecourt.uk/cases/docs/uksc-2013-0243-judgment.pdf).
(viii) The Definition of Terrorism (A report by Lord Carlile) Cm 7052 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228856/7052.pdf).
(ix) Conor Gearty, 'Human Rights in an Age of Counter-terrorism' Oxford Amnesty Lecture 2006, in C Miller (ed) visiting Professor in the department of Government of the LSE The War on Terror (Manchester University Press, 2009) and also to be found in ch 23 of Gearty, Selected Essays on Human Rights and Terrorism (Cameron May 2008).
(x) David Omand, Securing the State (Hurst 2012).
(xi) Al-Waheed v Ministry of Defence [2017] UKSC 2 (https://www.supremecourt.uk/cases/uksc-2014-0219.html).
(xii) Gearty "Political violence and civil liberties" in McCrudden and Chambers, eds, Individual rights and the law in Britain ch 5.
(xiii) R (Lord Carlile) v Home Secretary [2014] UKSC 60. (https://www.supremecourt.uk/decided-cases/docs/UKSC_2013_0098_Judgment.pdf).
(xiv) D Anderson QC, 'Shifting the Compass: How to Fight Terrorism Without Defeating the Law' [2013] (3) European Human Rights Law Review 233-246.
(xv) Counter-terrorism and Security Act 2015 (http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted/data.htm).
(xvi) CONTEST Annual Report for 2015 (https://www.gov.uk/government/publications/contest-uk-strategy-for-countering-terrorism-annual-report-for-2015).
Assessment:
Either a take-home examination or 8,000 word assessed essay (100%).

LL449E Half Unit
Cyberlaw

This information is for the 2017/18 session.
Teacher responsible: Prof Andrew Murray NAB7.11
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Course content: This course critically analyses the regulation of the Internet and digital devices (such as smart devices and tablets).
It begins by providing a theoretical framework for the regulation of the Internet, examining questions such as whether the internet

is capable of regulation, whether such regulation should be neutral and who should assume the task of regulating the online environment. Students taking the course will be expected to develop knowledge and understanding of the different values and interests brought to bear in the regulation of information technologies and communities.
Armed with this theoretical background, students will then be asked to consider how these values are reflected in the regulatory design of the online environment. This examination will be conducted by considering a number of case studies relating to online privacy, defamation, criminal activity and market power. The course concludes by examining the topical and politically charged question of whether Internet Service Providers should be allowed to vary service conditions by types of content.
Teaching: 24-26 hours of contact time.
Formative coursework: All students are encouraged to produce one 2,000 word formative essay during the course.
Indicative reading: Murray, Information Technology Law: The Law and Society (OUP, 3rd ed, 2016). Lipton, Rethinking Cyberlaw: A New Vision for Internet Law (Edward Elgar, 2015). Murray, The Regulation of Cyberspace (Routledge, 2007). Lessig, Code Ver, 2.0 (Basic Books, 2006). Zittrain, The Future of the Internet (Penguin, 2009). Reed: Making Laws for Cyberspace (OUP, 2012). Sunstein, Republic.com 2.0 (Princeton UP, 2009).
Assessment: Either a take-home examination or 8,000 word assessed essay (100%).

LL4COE Half Unit
Taxation of Wealth

This information is for the 2017/18 session.
Teacher responsible: Dr Andrew Summers NAB.6.02
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.
Pre-requisites: This course is suitable for students who have not previously studied taxation. Some prior familiarity with principles of tax design is advantageous but not essential.
Course content: The course examines the taxation of wealth from a variety of interdisciplinary perspectives, drawing on research from political theory, economics, social policy and law. The main aims of the course are to explain why wealth taxes currently play a relatively minor role in modern tax systems (compared, for example, with taxes on income), and to evaluate the options for taxing wealth, including: taxes on transfers of wealth; taxes on assets; and taxes on the returns on wealth. The focus is on the UK and US contexts although comparisons are also made with other jurisdictions.
Part I of the course introduces key debates from across the social sciences relevant to the taxation of wealth. Seminars 1-5 cover: (i) defining and measuring wealth; (ii) inequality and distributive justice; (iii) property rights; (iv) economic perspectives; and (v) social and political perspectives. Part II applies these debates to specific wealth tax policies. Seminars 6-10 cover: (i) taxes on transfers, e.g. inheritance or estate tax, gift tax, comprehensive income tax; (ii) taxes on assets e.g. annual wealth tax, property tax, land-value tax; and (iii) taxes on returns e.g. capital gains tax, capital income tax.
Teaching: 25 hours of seminars in the ST.
24-26 hours of contact time.
Formative coursework: Students will be expected to produce 2 pieces of coursework in the ST.
Students will receive formative feedback on two essay-plans (comprising 300-word abstract, outline of subheadings, and bibliography) based on past or sample summative essay titles.
Indicative reading: Atkinson, Inequality: What can be Done? (Harvard University Press 2015); Graetz & Shapiro, Death by a Thousand Cuts: The Fight over Taxing Inherited Wealth (Princeton University Press 2005); Hills et al, Wealth in the UK: Distribution, Accumulation and Policy (OUP 2013); Institute for Fiscal Studies, The Structure and Reform of Direct Taxation: The Meade Report (Allen & Unwin 1978); Institute for Fiscal Studies, Tax by Design: The Mirrlees Review, Vols 1 & 2 (OUP 2011); Murphy and Nagel, The Myth of Ownership: Taxes and Justice (OUP 2002); Piketty, Capital in the Twenty-First Century (Harvard University Press 2014); Sandford, Taxing Personal Wealth (Allen & Unwin 1971); Scheve & Stasavage, Taxing the Rich: A History of Fiscal Fairness in the United States and Europe (Princeton University Press 2016); Waldron, The Right to Private Property (OUP 1991).
Assessment: Assessment path 1
Take home exam (100%) in the ST.
Assessment path 2
Essay (100%, 8000 words) in the ST.

LL4CPE Half Unit
Tax Avoidance

This information is for the 2017/18 session.
Teacher responsible: Dr Michael Blackwell NAB 7.30
Availability: This course is available on the Executive LLM. This course is not available as an outside option.
Course content: This course will provide a comprehensive overview of the phenomenon of tax avoidance and of the attempts by states to combat it: both unilaterally and multilaterally. Whilst using examples predominantly from the UK and USA the issues addressed by the course are general across many jurisdictions and so will be applicable to those with interests beyond the UK and USA.
The course will be multi-disciplinary, in that the course will draw on accessible social-science literature.
Taxpayers have always sought to minimise their tax burden. However recent decades have witnessed a sharp rise in popular and governmental concern with tax shelters and other tax avoidance. Traditional strategies of tax avoidance have included postponement of taxes and tax arbitrage, in addition to attempting to exploit 'loopholes' through a formalist interpretation of legislation. In recent years the proliferation of complex financial instruments has increased the opportunities for such avoidance. Additionally, globalisation and the development of the digital economy have facilitated tax avoidance strategies of base erosion and profit shifting (BEPS). This rise in opportunities for tax avoidance has been accompanied by an increased public concern that individuals and companies pay their 'fair share' of taxation: which states have responded to both through unilateral and multilateral actions (including the OECD's project on BEPS and the EU's Anti Tax Avoidance Package).
Particular topics covered will include (i) defining avoidance; (ii) strategies of tax avoidance; (iii) statutory interpretation and judicial approaches to tax avoidance especially with reference to the UK and USA; (iv) General Anti-Abuse and Anti-Avoidance Rules and Specific and Targeted Anti-Avoidance Rules; (v) reporting rules and other policies to deter avoidance; (vi) the OECD response to BEPS; (vii) BEPS and the EU; and (viii) corporate social responsibility, professional ethics and public attitudes with regard tax avoidance.
Teaching: The module will provide between 24 and 26 hours of contact teaching time. Students will be provided with online and hard copy materials for the module well in advance of the intensive teaching. The teaching will take place in week-long sessions, which will typically be held in the first half of September, December and April. Where there is student demand we will also offer modules taught over two intensive weekends. For the week-long sessions, the module will run from either Monday to Friday, or Sunday until Friday with a rest day on Wednesday.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.
Indicative reading: Dhammika Dharmapala, 'What Do We Know about Base Erosion and Profit Shifting? A Review of the Empirical Literature' (2014) 35(4) Fiscal Studies 421. J Feldman and JA Kay, 'Tax Avoidance' in Paul Burrows and Cento G Veljanovski (eds), The Economic approach to law (Butterworths 1981). Edward J McCaffery, Income Tax Law: Exploring the Capital Labour Divide (OUP 2012) 12-22; 182-202 (ie 1.6 until the end of Chapter 1 and 'Chapter 7, 'A Summary, of Sorts: Anatomy of a Tax Shelter') Judith Freedman, 'Interpreting Tax Statutes: Tax Avoidance and the Intention of Parliament' (2007) 53 LQR 123. David A Weisbach, 'An Economic Analyisis of Anti-Tax-Avoidance Doctrines' [2002] American Law and Economics Review 88. Grahame R Dowling, 'The curious case of corporate tax avoidance: Is it socially irresponsible?' (2014) 124 Journal of Business Ethics 173. Judith Freedman, 'The Tax Avoidance Culture: Who is Responsible?' (2006) 59 Current Legal Problems 359. Kevin Holland, Sarah Lindop, and Fatimah Zainudin, 'Tax Avoidance: A Threat to Corporate Legitimacy? An Examination of Companies' Financial and CSR Reports' [2016] (3) BTR 310
Assessment: Assessment path 1
Take home exam (100%) in the MT.
Assessment path 2
Essay (100%, 8000 words) in the MT.

MG406E Half Unit
Behavioural Decision Science

This information is for the 2017/18 session.
Teacher responsible: Dr Barbara Fasolo
Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.
Course content: This course introduces students to the fascinating field of behavioural "decision" science. We will explore a selection of current research topics relevant to personal and managerial decision making as well as policy-making. For each topic students will get acquainted with key psychological phenomena and principles of behavioural decision science through interactive lectures, and become alert to cognitive biases and learn how to overcome them. Students will read pre-assigned scientific articles and in class discuss lessons learned, limitations and implications of these concepts for the development of decision making competence in their organisation (e.g. via design of policies, training programmes, or tools). Topics will include: Origin of Behavioural Decision Science; the Building Blocks of Behavioural Decision Science: Preferences, Utility and Value; Probability, Uncertainty and Risk; Choice Architecture and Behavioural Change; Heuristics and Biases in Decisions about Money, Health, Consumer Products and People.
Teaching: 15 hours of lectures and 8 hours of seminars in the MT.
Formative coursework: The formative assignment will take place on the final day of the course after all the lectures and seminars have been completed. The assignment will consist of a plenary presentation in which students divided into small groups will be asked to give a short presentation discussing an intervention (de-biasing technique, nudging, or choice architecture) that can be used to tackle the most important biases in a decision making problem of their choice. Student groups will develop their plenary presentations during seminars while interacting with the course teachers and other students. The formative feedback will be given at a team level, and will focus on the rigour and use of behavioural science concepts learned in the course.
Indicative reading: Ariely, D. (2008). Predictably Irrational: The Hidden Forces That Shape Our Decisions. Harper Collins; Baron, J. (2000), Thinking and Deciding (3rd edition), Cambridge: Cambridge University Press; Bazerman, M. (2006) Judgment in Managerial Decision Making. New York: Wiley. 6th edition; Beach and Connolly (2005), The Psychology of Decision Making: People in Organizations, (2nd Edition), Sage; Hastie, R., and Dawes, R.M. (2001). Rational Choice in an Uncertain World. Sage Publications, Thousand Oaks; Kahneman, D. (2011) Thinking Fast and Slow. London: Allen Lane; Plous, S. (1993), The Psychology of Judgment and Decision Making, New York: McGraw Hill; Russo, J. E. & Schoemaker, P. J. H. (2002) Winning decisions: How to make the right decision the first time, Piatkus Publ. Limited; Sunstein, C.R. Thaler, R.H. (2008) Nudge - New Haven, CT: Yale University Press; Yates, F. J. (2003). Decision Management: How to Assure Better Decisions in Your Company. Jossey-Bass.
Assessment: Coursework (100%, 3000 words) in the MT.
The summative assignment will include two parts. In the first part (no more than 1,000 words), you will be asked to describe and critically evaluate how the decision problem as well as the intervention presented for the formative assessment came about. This part will be less academic because we will expect you to use individual reflection, and academic references will not be needed. In the second part of the essay (no more than 2,000 words), you will justify the specific nudging or debiasing intervention, with reference to behavioural literature, and theories. The first part of the essay will count for 25% of your mark while 75% will come from the second part.

MG407E Half Unit
Goals and Motivation for Individuals and Teams

This information is for the 2017/18 session.
Teacher responsible: Dr Heather Kappes
Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.
Course content: For the modern day enterprise, be it private firms seeking to maximize revenues and profits, non-profit organisations seeking to change behaviours and raise money for pro-social causes, or government bodies seeking to implement policy, the role of goals and motivations is critical, both at the individual level and the team level. For each entity it is important to gain a critical understanding of what kinds of goals individuals and teams are attracted to, how these goals are set and pursued, what factors and incentives aid or hinder such goal pursuit and goal achievement, and how teams and individuals react to feedback on their progress towards these goals. This course familiarises students with strategies for promoting success over every phase of goal pursuit, from first consideration, to commitment, to action, and beyond. Students will learn how to categorise goals using empirically-tested frameworks like construal level theory, regulatory focus theory, and mindset theory (learning versus performance goals). They will use these frameworks to identify the problems that plague goal pursuit: problems like failing to get started (e.g., trying to break a habit), getting derailed (e.g., ego depletion), and continuing when it would be better to quit (e.g., sunk costs phenomenon). Students will be introduced to empirical findings on the optimal ways to use tools like specific goal setting, implementation intentions, mental simulations of processes versus outcomes, and self-efficacy in order to boost motivation and aid in successful goal pursuit.
Teaching: 15 hours of lectures and 7 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Bargh, J., Gollwitzer, P. M. & Oettingen, G. (2010). Motivation. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), Handbook of social psychology, 5th ed. (Ch. 8, pp. 268-316). New York: Wiley. Hackman, J.R., & Katz, N. (2010). Group behavior and performance. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), Handbook of social psychology, 5th ed. (Ch. 32, pp. 1208-1251). New York: Wiley.
Assessment: Essay (100%, 4000 words) in the LT.

MG440 Half Unit
Managerial Economics (modular)

This information is for the 2017/18 session.
Teacher responsible: Dr. Ricardo Alonso
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
The information in this course guide pertains to the 2017-2019 cohort.
Course content: A graduate-level introduction to the foundations of managerial economics and its application to high-level business decisions. Topics include:
1. Economics as a theory of organisation.
2. Demand, supply, and equilibrium: the determinants of consumers' and firms' market responses, the nature of non-strategic interaction, government intervention, international trade
3. Externalities and market failure
4. Strategic interaction and Game Theory
5. Choice under uncertainty: attitudes towards risk
6. Information and efficiency: adverse selection
7. Price discrimination: nonlinear pricing, social economics
8. Horizontal and Vertical Differentiation.
Teaching: Scheduled over one module. Eight 4 hour sessions plus two review sessions.
The course will run between the following dates:
• 29 August - 09 September 2017
Formative coursework: Students will be expected to produce 1 problem set in the MT.
Indicative reading: Optional textbook: B. Douglas Bernheim and Michael D. Whinston, Microeconomics, McGraw Hill, 2008. Further readings will be provided at the beginning of the course.
Assessment: Coursework (20%), class participation (15%) and take home exam (65%).

MG441 Half Unit
Foundations of Management (modular)

This information is for the 2017/18 session.
Teacher responsible: Prof Paul Willman
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
This information in this course guide pertains to the 2017-2019 cohort.
Course content: A thorough grounding in the key management disciplines. Students will be provided with an overview of the development of Management disciplines and will develop an understanding of the disciplinary anchors in Sociology, Psychology and Economics. Each field will cover Origins and disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate.
Teaching: Scheduled over 2 modules – 10 sessions of up to 4 hours each.
The course will run between the following dates:
• 29 August - 09 September 2017
11-16 December 2017
Lectures:
1. Course Introduction and the Origins of Management
2: Management and Firm
3: The Rise and Decline of Labour
4: Taylorism, Motivation and Performance
5: The Rise of Human Resources Management
6: Making Decisions
7: Understanding Organisational Structures
8: The Origins of Modern Strategy
9. Contemporary Strategic Management: Firms as Bundles of Resources
10 Managed by Markets?
Seminar classes:
1. Managers and Managerial Work
2. The Firm and the Manager
3. Internal Labour Market and Boundaries of Firms
4. Taylorism and Toyotaism
5. UBS Case study
6. Understanding Decision Biases
7. Understanding Organisational Structures
8. The Analysis of Competitive Forces
9. The Analysis of Competences
10. Strategy and Market oversight
Formative coursework: 2,000 word essay
Indicative reading: Paul Willman: Understanding Management: Social Science Foundations
Oxford University Press, September 2014.
Assessment: Class participation (10%) and take home exam (60%) in the LT.
Case assignment (30%) in the MT.

MG443 Half Unit
Organisational Behaviour (modular)

This information is for the 2017/18 session.
Teacher responsible: Dr Connson Locke
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
This information in this course guide pertains to the 2017-2019 cohort.
Course content: The course seeks to understand individual attitudes and behaviour in an organizational context. It does this by reviewing psychological theories as they apply to organisations, demonstrating the contribution of a psychological perspective to understanding human behaviour at work, and critically evaluating the empirical evidence. The course attempts to strike a balance between theory and practice by applying the theories to practical problems in organizations.
Topics include personality and individual differences, motivation and rewards, intrinsic motivation, creativity, organizational justice, cross-cultural management, organisational culture and change.
Teaching: Teaching is spread over the first 3 modules. The teaching is highly participative and includes breakout discussions and exercises.
The course will run between the following dates:
29 August - 09 September 2017
11-16 December 2017
09 - 21 April 2018
Formative coursework: A practice exam will be provided and feedback will be given on this assignment.
Indicative reading: The course relies on journal articles (for example, Journal of Applied Psychology, Journal of Organizational Behaviour). A complete reading list will be provided at the start of the course. There is no required textbook. The following textbook is recommended for students who would like further reading: French, R., Rayner, C., Rees, G. & Rumbles, S. (2011) Organizational Behaviour, 2nd edition. John Wiley & Sons, Ltd.
Assessment: Essay (20%), take home exam (65%) and class participation (15%).
Class participation - based on group presentations.

MG445 Half Unit
Marketing Strategy (modular)

This information is for the 2017/18 session.
Teacher responsible: Prof Om Narasimhan
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.

The information in this course guide pertains to the 2017-2019 cohort.
Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential to building an effective marketing strategy. Peter Drucker, the father of business consulting once famously remarked, "Because the purpose of business is to create a customer, the business enterprise has two--and only two--basic functions: marketing and innovation". In today's highly competitive business environment these words ring even more true: a well-designed marketing strategy can make all the difference between success and failure in the marketplace. While marketing is commonly associated with consumer goods companies (e.g., Unilever) it would be myopic to restrict the relevance of marketing to such instances alone. Marketing, ultimately, is about understanding and shaping behaviour. Accordingly, banks and other financial institutions, as well as governmental, medical, and not-for-profit organisations - from those that design and sell financial products, to those that implement public policy (e.g., those dedicated to reducing drunk driving, increasing literacy, and encouraging safe contraception), have all found that a well-thought out marketing strategy can be a critical arbiter of success even in this "ideas marketplace."
By using a wide range of quantitative as well as qualitative methods, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop an analytical tool-kit that will be applicable to a wide range of industries and functions.
Teaching: Scheduled over two modules – one of which will take place overseas. Teaching will be spread across 10 sessions of up to 4 hours each.
Module 3 (9-21 April 2018) and module 4 (10-16 June 2018).
Formative coursework: Case write up.
Indicative reading: There is no required textbook. Further references will be provided at the commencement of the course.
Assessment: Take home exam (55%), class participation (15%) and other (30%).
The other assessment consists of a Summative Group Assignment (30%).

MG446 Half Unit
Strategy, Organisation and Innovation (modular)

This information is for the 2017/18 session.
Teacher responsible: Dr Lourdes Sosa
(Three sessions will be taught by a guest teacher - Dr Mia de Kuijper)
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
The information in this course guide pertains to the 2016-2018 cohort.
Course content: The course seeks to understand differences in profitability across (for-profit) firms with the objective of designing strategic recommendations for managers to improve (and defend) their firms' competitive positions. To do so we will first review industry-wide as well as firm-specific determinants of short-term profitability. On that foundation we will look at long-term determinants of profitability including dynamic capabilities and innovative ability. The course aims to balance exposure to general strategic principles and specific practical applications. To that purpose, we will use theoretical frameworks to analyse practical cases from a wide array of firms in varied countries.
Topics include business models, industry structure and coopetition, value proposition, strategic resources and inimitability, dynamic capabilities, disruptive innovation, power nodes strategy and scenario planning.
Teaching: Taught over 10 four-hour sessions spread over 2 modules. The teaching is highly participative and includes lectures, breakout discussion, exercises and a company visit.
The course will run between the following dates:
• 04 – 09 September 2017
• 02 – 06 January 2018
Formative coursework: Feedback will be given on one short essay, preparing students for the exam, as well as on in-class exercises.
Indicative reading: The course relies on journal articles (for example, Strategic Management Journal). A complete reading list will be provided at the start of the course. Sample texts include the following: Porter, M.E. (2008) The Five Competitive Forces that Shape Strategy (Harvard Business Review); Christensen, C., Bower J. (1996) Customer Power, Strategic Investment, and the Failure of Leading Firms (Strategic Management Journal); Teece, D., Pisano, G., Shuen, A. (1997) Dynamic Capabilities and Strategic Management (Strategic Management Journal); De Kuijper, M. (2009) Profit Power Economics.
Assessment: Essay (30%), class participation (10%) and take home exam (60%).

MG447 Half Unit
Foreign Direct Investment and Emerging Markets (modular)

This information is for the 2017/18 session.
Teacher responsible: Prof Saul Estrin NAB 4.32
Dr Christine Cote NAB 3.18
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
The information in this course guide pertains to the 2016-2018 cohort.
Course content: This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The new institutional economics has recently developed as a field to understand the impact of variation in institutions on economies performance. This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concept such as the resource based view. We will then provide an analysis of economic performance and growth in emerging markets building on the new institutional economies and working with a large variety of datasets and sources. The remainder of the course is devoted to specific topics of MNEs in emerging markets. These include the determinants and impact of FDI; entry mode choices; measures of institutional distance; outsourcing; and emerging market multinationals.
Teaching: 32 hours of lectures in the MT. 8 hours of lectures in the LT.
Scheduled over three modules, one of which will take place overseas – 10 sessions of up to 4 hours.
The course will run between the following dates:
04 – 09 September 2017
05 – 11 November 2017
02 – 06 January 2018
Formative coursework: Students will be expected to produce 1 essay in the MT.

Indicative reading: R. Caves, Multinational Enterprise and Economic Analysis, 2nd Edition, Cambridge University Press 1996; P. Ghemawat, Redefining Global Strategy, Harvard Business School Press, 2007; J. Williamson, The New Institutional Economies, Journal of Economic Literature, 2000; Estrin et. al., Entry Mode in Emerging Markets, Strategic Management Journal, 2009; T. Khanna and K Palepu, The Future of Business Groups in Emerging Markets, Academy of Management Journal 2004.
Assessment: Take home exam (60%) in the LT.
Presentation (30%) in the MT.
Class participation (10%) in the MT and LT.

MG498 Half Unit
Dissertation/Capstone Project (modular)

This information is for the 2017/18 session.
Teacher responsible: Various
Availability: This course is compulsory on the Executive Global MSc Management. This course is not available as an outside option.
Course content: This course consists of a project which will be undertaken throughout the second year of the degree. Students will choose between an academic dissertation or a capstone project. The academic dissertation will explore a question that is grounded in academic theory and literature. The capstone project will explore a business idea or venture. In both projects, students will collect original data relevant to their research question or business idea and must analyse the data, discuss limitations, and draw conclusions.
Teaching: Students are required to participate in 20 hours of scheduled seminar sessions from module 3 onwards which will provide guidance and support in developing their dissertation or capstone project. Separate seminars will be conducted to provide support for those who choose the academic dissertation and those who choose the capstone project. Students will be allocated a faculty advisor who will support and guide them. The course will run throughout the year.
Formative coursework: Students will be required to agree their dissertation/capstone topic with a faculty advisor and provide a plan which they will receive feedback on.
Indicative reading: Relevant reading will be provided by academic advisors.
Assessment: Dissertation (100%, 6000 words).

PH426E Half Unit
Philosophy and Public Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Luc Bovens, Dr Alexander Voorhoeve and Dr Susanne Burri
Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.
Course content: Course content:
This course yields insight into key moral and political values that are essential for policy-makers when they draw on behavioural science. Discussion is focused on cases and is thoroughly interdisciplinary: it draws on both normative philosophical arguments and findings from the social sciences to allow students to make informed and rigorous evaluations of public decisions. Topics may vary, but the following is a representative sample:
- When we aim to prevent harms, should we give less priority to harms that befall people only because of their free choices than to harms that they could not avoid through their choices?
- How should we balance the importance of respecting people's autonomy (self-governance) with the importance of promoting their well-being?
- Or Should some things never be for sale even if both the buyer and the seller wish to transact and no one else is harmed?
- When we have limited resources to distribute among people who are in need, how can we distribute them fairly?
- What is the nature of behavioural mechanisms? How should subjects, social scientists and policy makers approach patterns of agency that are determined by such mechanisms?
- What are the moral problems associated with libertarian paternalism or Nudge? How does this approach compare to other policy mechanisms, such as regulation, taxation and subsidies, and social advertisement, to address and correct internalities?

Teaching: 15 hours of lectures and 7 hours of seminars in the Easter Vacation.
Formative coursework: Students will be expected to produce 1 essay in the ST.
Indicative reading: Bovens, L. (2008) The Ethics of Nudge. In: Grune-Yanoff, Till and Hansson, Sven Ove (eds.) Preference Change: Approaches from Philosophy, Economics and Psychology. Theory and Decision Library. A (42). Springer, 207-19. Wolff, J. (2011) Ethics and Public Policy: A Philosophical Inquiry. Routledge. Satz, D. (2010) Why Some Things Should Not be For Sale: The Moral Limits of Markets. Oxford University Press. Sunstein, C. and Thaler, R. (2008) Nudge. Yale University Press. Oliver, A. (ed.) (2013) Behavioural Public Policy. Cambridge University Press. Feinberg, J. (1986) Harm to Self. Oxford University Press.
Assessment: Essay (100%, 4000 words) in the ST.

PS468E Half Unit
Behavioural Science and Policy

This information is for the 2017/18 session.
Teacher responsible: Prof Paul Dolan QUE.3.08
Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.
Course content: This course aims to introduce students to the main concepts and tools of the growing fields of behavioural science. The course covers the following topics: What is behavioural science?; What are preferences to economists and psychologists?; Dual-process models of behaviour and the role of the unconscious mind; Dual processing into policy using the MINDSPACE checklist; the role of emotions in decision making; compensating behaviours; breaking and creating habits; the use of carrots and sticks to trigger behaviour change.
Teaching: 15 hours of lectures and 7 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
Indicative reading: Dolan, P. (2014). Happiness by design: finding pleasure and purpose in everyday life. London: Allen Lane. Kahneman, D. (2011). Thinking Fast and Slow. London: Penguin Books. Ayres, Ian, Carrots and Sticks, Unlock the Power of Incentives to Get Things Done, Bantam, 2010. Weber, E.U., and Johnson, E.J. (2009). Mindful judgment and decision making. Annual Review of Psychology, 60, 53-85. Rabin, M. (1998). Psychology and Economics. Journal of Economic Literature, 36, 11-46. Loewenstein, G., Weber, E.U., Hsee, C.K., and Welch, N. (2001). Risk as feelings. Psychological Bulletin, 127, 267-286. Thaler, R. and Sunstein, C. (2003) Libertarian paternalism, American Economic Review, 93, 2, 175-179. Gneezy U, Meier S, Rey-Beil P (2011), "When and Why Incentives (Don't) Work to Modify Behavior", Journal of Economic Perspectives, 25(4):191-210. Kamenica, Emir (2012), "Behavioral Economics and Psychology of Incentives", Annual Review of Economics, vol. 4, 427-52.
Assessment: Take home exam (100%) in the MT.

PS469E Half Unit

Research Methods for Behavioural Science

This information is for the 2017/18 session.
Teacher responsible: Dr Matteo Galizzi QUE.3.16
Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.
Course content: The course aims to introduce students to the main methodological concepts and tools in behavioural science. To achieve this objective, the course combines rigorous conceptual discussion with hands-on practical applications. The course covers: The beauty of experiments: how randomization solves the sample selection bias; randomized controlled experiments from the lab to the field: taxonomy, principles, best practices; online and lab-field experiments, Statistical tools: distributions and their moments, the inference problem; Experimental design: between-subjects design, block/stratified randomization, matched-pair design, within-subjects design, cluster randomization, the mechanics of randomization; Introduction to econometrics: simple and multiple linear regression models, econometric analysis of experimental data; Tests of hypothesis: principles and practices, parametric and non-parametric tests in practice; Sampling: optimal sample size calculation in practice, useful rules of thumbs; Experimental best practices and challenges: ethics, recruitment, informed consent form, attrition, non-compliance, external validity, behavioural data-linking; When randomization is not possible: before and after, matching, natural experiments, difference-in-difference, regression discontinuity design; Outcomes and preferences: surveys, measuring risk and time preferences; Game theory and behavioural game theory: games and strategic decision-making, measuring social preferences. The seminars involve hands-on practical applications using Stata and Qualtrics.
Teaching: 17 hours and 30 minutes of lectures and 5 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading:
- Angrist, J.D., Pischke J-S. (2015). Mastering 'Metrics: the Path from Cause to Effect. Princeton: Princeton University Press.
- Gerber, A.S., Green, D.P. (2012). Field Experiments: Design, Analysis, and Interpretation. New York: Norton & Company.
- Glennerster, R., Takavarasha, K. (2013). Running Randomized Evaluations: a Practical Guide. Princeton: Princeton University Press.
- Kohler, U., Kreuter, F. (2012). Data Analysis Using Stata. College Station, TX: Stata Press.
- Mitchell, M.N. (2015). Stata for the Behavioural Sciences. College Station, TX: Stata Press.
- randomized
- Dolan, P., Galizzi, M.M. (2014). Getting policy-makers to listen to field experiments. Oxford Review of Economic Policy, 30(4), 725-752.
- Dolan, P., Galizzi, M.M. (2015). Like ripples on a pond: behavioural spillovers and their consequences for research and policy. Journal of Economic Psychology, 47, 1-16.
- Harrison, G.W., List, J.A. (2004). Field experiments. Journal of Economic Literature, XLII, 1009-1055.
- List, J.A. (2006). Field experiments: a bridge between the lab and naturally occurring data. Advances in Economic Analysis and Policy, 6, 8.

Assessment: Take home exam (100%) in the LT.

PS470E Half Unit

Policy Appraisal and Impact Assessment

This information is for the 2017/18 session.
Teacher responsible: Séverine Toussaert, QUE.5.12
Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.
This course is one of two options.
Course content: This course aims to introduce students to the main concepts and tools of policy appraisal and project impact assessment. The course covers the following topics: 1) Architecture of Cost-Benefit Analysis for market and non-market goods; 2) Adjustments for time discounting, risk and uncertainty; 3) Elicitation of monetary values through revealed preference methods; 4) Stated preference methods: contingent valuation and QALYs; 5) The subjective well-being approach to valuation. The course offers practical examples and applications to key areas of public policy, such as health and the environment.
Teaching: 17 hours and 30 minutes of lectures and 5 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
Indicative reading:
- HM Treasury (2011) The Green Book: Appraisal and policy evaluation in central government. London, UK.
- Gruber J. and Koszegi B. (2008) A Modern Economic View of Tobacco Taxation. Paris: International Union Against Tuberculosis and Lung Disease.
- Cohen P., Hahn R., Hall J., Levitt S., and Metcalfe R. (2016) Using Big Data to Estimate Consumer Surplus: The Case of Uber, NBER Working Paper.
- Gibbons S. and Machin S. (2003) Valuing English Primary Schools. Journal of Urban Economics, 53, 197-219.
- Atkinson G. et al. (2008). Are We Willing to Pay Enough to 'Back the Bid'? Urban Studies, 45, 419-444.
- Carson, R. (2012). Contingent Valuation: A Practical Alternative When Prices Aren't Available. Journal of Economic Perspectives, 26, 27-42.
- Diamond P.A. and Hausman J.A. (1994), "Contingent valuation: Is some number better than no number?" Journal of Economic Perspectives, 8: 45-64.
- Dolan P. (2011). Thinking about health and valuing QALYs. Health Economics, 20, 1407- 1416.
- Dolan P. & Kahneman D. (2008) Interpretations of utility and their implications for the valuation of health. Economic Journal, 118, 215-234.
- Gruber, J.H., and Mullainathan S. (2005), "Do Cigarette Taxes Make Smokers Happier?", B.E. Journal of Economic Analysis and Policy: Advances 5 (1): 1-43.

Assessment: Take home exam (100%) in the ST.

PS471E

Dissertation in Behavioural Science

This information is for the 2017/18 session.
Teacher responsible: Dr Matteo Galizzi QUE.3.16
Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.
Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of behavioural science. The dissertation can consist of : an empirical analysis of existing data; a collection and analysis of new data; a randomised controlled experiment (lab, field, online); a systematic review of the literature. Students must obtain the approval of their supervisor before embarking on any research.
Teaching: 3 hours of classes in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.
Indicative reading: Relevant reading will be provided by supervisors.
Assessment: Dissertation (100%, 10000 words) in the MT.

PS472E Half Unit
Corporate Behaviour and Decision Making

This information is for the 2017/18 session.
Teacher responsible: Dr Grace Lordan OLD M 2.26
Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.
Course content: Lecture 1: Introduction
This lecture will give an overview of rational decision making from an economics perspective. Rationality should already be familiar to the students (from compulsory PS468E and MG406E), so they will simply re visiting this. Attention will also be paid to how students can identify credible empirical evidence from experiments (brief recap what was done in PS469E) and beyond (cover natural experiments). We will also recap on the interpretation, advantages and disadvantages of observational studies.
Lecture 2: Finding a Job
This lecture will cover the unconscious biases that are encountered corporate firms in:
1) Job Search
2) Job Advertising
3) Interview panels
Seminar 1: Lecture 2 will be complemented with a linked seminar which focuses on how these biases in job search and hiring affect success by gender in the labour market and in top tier jobs. Particular attention will be paid to increasing diversity on interview boards.
Lecture 3: Day to Day Work
We will discuss biases in allocated bonuses, promotions, deciding who is viewed as 'great' and the allocations of prestigious projects in corporate firms. We will also cover biases in how different types of people are 'heard' and 'seen' in business, and biases in what a 'successful' person looks like. We will brainstorm, with the help of received literature in behavioural economics, viable interventions to combat blind spots in promotions and bonus allocations in the corporate setting.
Seminar 2: Lecture 3 will be complemented with a linked seminar where particular attention will be paid to empirical evidence that relates to:
1) In-group/out groups at work
2) Herding and the implications for decisions in business.
3) Social norms
Lecture 4: When at Work: Trading and Investment
This behavioral finance lecture will cover psychological biases in trade and high stake investment decisions in finance. It will cover the efficient markets hypothesis and outline the behavioral biases in finance that will likely disrupt its predictions. We will also cover how these biases impact on forward futures and options markets, leverage cycles and corporate stocks.
Seminar 3: So far, we have focused on cognitive biases, this lecture will have a linked seminar that will cover the potential for biology to disrupt rational decision making within financial firms when making investment choices.
Lecture 5: When at Work: Complying with the Rules
We will begin by discussing the decision to comply to a firm's policies and procedures within a cost benefit framework. In practice, compliance depends on a number of factors, including employee behavior which is subject to biases already covered. This lecture will cover the insights from behavioral science, which can be used to encourage compliance in the face of these biases.
Seminar 4: Lecture 5 will have a linked seminar which considers high profile compliance issues in finance.
Seminar 5: Wrap up – bringing together of all the messages learned in the course. Student presentations based on group work on 'what was learned' each day.
Teaching: 12 hours and 30 minutes of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 case study in the LT.
Case study with short questions that matches the style of the summative assessment
Indicative reading: Bertrand Marrianne and Duflo Ester. Field Experiments on Discrimination. in Handbook of Economic Field Experiments. Volume 1, pages 309 - 393 2017. MLA: Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." Econometrica 77.5 (2009): 1637-1664. Johnston, David W. and Lordan, Grace (2016) Racial prejudice and labour market penalties during economic downturns European Economic Review, 84. 57-75. Lordan, Grace and Pischke, Jorn-Steffen (2016) Does Rosie like riveting? Male and female occupational choices NBER working paper, 22495. National Bureau of Economic Research, Cambridge, USA. Kandasamy, Narayanan, et al. "Cortisol shifts financial risk preferences." Proceedings of the National Academy of Sciences 111.9 (2014): 3608-3613. Shiller, Robert J. Finance and the Good Society, Princeton: Princeton University Press, 2012. Fama, Eugene, "Market Efficiency, Long-Term Returns, and Behavioral Finance," Journal of Financial Economics.
Assessment: Coursework (100%, 4000 words) in the ST.
Case study with ten short questions.

PS473E Half Unit
Behavioural Science for Health

This information is for the 2017/18 session.
Teacher responsible: Dr Matteo Galizzi QUE.3.16
Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option. Not available
Pre-requisites: No prerequisites
Course content: The course aims to introduce to students the main tools and principles of behavioural sciences and the key state-of-the-art applications to health economics, policy, and management. The course is designed to enhance students' abilities to apply rigorously and critically behavioural science tools to concrete challenges in the health area. It covers principles of behavioural science; behavioural health economics and policy, and behavioural experiments in health; risk preferences and health; time preferences and health; social preferences and health; behavioural principles for information policies in health; financial and non-financial incentives in health; nudging behavioural change in health; behavioural spillovers in health; behavioural principles for regulation of health and healthcare.
Teaching: 15 hours of lectures and 7 hours and 30 minutes of seminars in the ST.
5 x 3 hour lectures (15 hours)
5 x 1.5 hour seminars (7.5 hours each seminar group)
Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the ST.
Indicative reading: Charness, G, Gneezy, U (2009) Incentives to exercise. Econometrica, 77(3), 909-931. Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. Journal of Economic Policy, 47, 1-16. Galizzi, MM (2014). What is really behavioural in behavioural health policy? And, does it work? Applied Economic Perspectives and Policy, 36(1), 25-60. Schwartz, JA, Chapman, GB (1999). Are more options always better? the attraction effect in physicians' decisions about medications. Medical Decision Making, 19, 315-323. Volpp, K, Loewenstein, G et al. (2008). Financial incentive-based approaches to weight loss. Journal of the American Medical Association, 300, 2631-2637.
Assessment: Essay (100%, 3000 words) in the ST.

SA4M9E Half Unit Not available in 2017/18
Systematic Review and Meta-analysis

This information is for the 2017/18 session.
Teacher responsible: Dr. Huseyin Naci
Availability: A core course available only for students taking MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences
Course content: Systematic review and meta-analysis methods are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need experts equipped with the methods of reviewing and synthesizing the existing body of evidence.
This course will be focused on the principles of reviewing and synthesizing the existing body of literature. The course will first provide the rationale for adopting a systematic approach for evidence review and synthesis. It will then equip students with the methods to undertake risk of bias assessments of individual randomized controlled trials and also collections of randomized controlled trials. In addition to providing an overview of methods for quantitatively synthesizing multiple randomized controlled trials in meta-analysis, the course will present the opportunities and challenges of using evidence for decision-making in health care.
Learning outcomes:
- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- randomized
- randomized
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: 20 hours of seminars and 4 hours of computer workshops in the ST.
Formative coursework:
- Course convener will provide feedback on group presentations on the last day of the in-person teaching session
- Course convener will also provide written feedback on project outlines.

Indicative reading: Cochrane Handbook for Systematic Reviews of Inter ventions (version 5.1.0, updated March 2011). Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011. Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000. Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. Annals of internal medicine 1997;126(5):376–80. Jansen JP et al. Is network meta-analysis as valid as standard pair wise meta- analysis? It all depends on the distribution of effect modifiers. BMC medicine 2013;11(1):159. Jansen JP et al. Interpreting indirect treatment comparisons and network meta-analysis for health-care decision making: report of the ISPOR Task Force on Indirect Treatment Comparisons Good Research Practices: part 1. Value Health 2011;14(4):417–28.
Assessment: Research project (100%) in the ST.

MRes/PhD Programme Regulations

Key to MRes/PhD Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 17/18) means not available in the 2017/18 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

Methodological Training and Study Skills

The Methodology Institute provides a number of courses for research track PhD programmes. MY4M1 **Foundations of Social Research 1** and MY4M2 **Foundations of Social Research 2** contain modules in quantitative and qualitative analysis and are required for the ESRC 1+3 scheme. In addition the Institute offers courses in study skills and specialist options in a range of aspects of social research. All PhD students are welcome to attend any courses offered by the Institute, details of which are in the relevant part of the section on master's degrees.

MRes/PhD in Anthropology

Programme Structure - MRes
Programme code: TMRESAN
Department: Anthropology

Paper	Course number and title
1	AN471 Qualitative and Quantitative Methods for Anthropologists
2	AN472 Evidence and Arguments in Anthropology and Other Social Sciences
3	AN442 Supervised Reading Course and Fieldwork Preparation
4	AN443 Research Proposal
	In addition students are required to complete the following courses, which are compulsory but not examined.
5	AN500 Seminar on Anthropological Research
6	All MRes students are required to audit one or two of the department's main lecture courses (to the value of one unit):
	AN402 The Anthropology of Religion
	AN405 The Anthropology of Kinship, Sex and Gender
	AN437 Anthropology of Learning and Cognition
	AN451 Anthropology of Politics (H)
	AN456 Anthropology of Economy (1): Production and Exchange (H)
	AN457 Anthropology of Economy (2): Transformation and Globalisation (H)

Award of the MRes in Anthropology

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree. For students entering in or before 2016/17: Classification for students with mark profiles falling under Paragraphs 3.3.2 or 3.3.4 will always be determined to the advantage of the student. From 2017/18 students with mark profiles falling under Paragraphs 3.3.2 or 3.3.4 shall be classified as follows:
Distinction/Merit borderline (scheme paragraph 3.3.2):
3.3.2 (c) marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value will obtain an overall classification of a Distinction;
3.3.2 (d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade of at least 65 in courses to the value of 2.0 units; OR, marks of a Distinction grade in courses to the value of 2.0 units, marks of a Merit grade in courses to the value of 2.0 units, and an overall aggregate mark of at least 275 will obtain an overall classification of a Distinction.
Merit/Pass borderline (scheme paragraph 3.3.4):
3.3.4 (h) marks of a Merit grade in courses to the value of 2.5 units will obtain an overall classification of a Merit;
3.3.4 (i) marks of a Distinction grade in courses to the value of 1.0 unit, marks of a Merit grade in courses to the value of 1.0 unit, and marks of a Pass grade of at least 55 to the value of 2.0 units will obtain an overall classification of Merit
The marks for AN471 and AN472 will count respectively as 25% of the total mark for the year. The research proposal, worth 50% of the total mark for the MRes year, will be examined (and the examination includes a viva). In order to be upgraded to PhD registration and allowed to commence fieldwork, students (a) must earn an average of 60 or more across all units; (b) must earn a minimum mark of 60 on the research proposal.

Progression to the PhD

If the above MRes requirements are met, students will be upgraded to PhD registration and will commence the fieldwork phase of the programme. The mandatory first year progress review of PhD students will be based on written reports about the early phase of fieldwork. The mandatory third year progress review for students in Anthropology is held in the third term (or, exceptionally, in the fourth term) after their return from fieldwork; this entails a viva with both supervisors and one external examiner.

Programme Structure - PhD
Programme code: RPAN2

In the programme regulations below Years 1 and 2 are listed as "fieldwork", with Years 3 and 4 being post-fieldwork, although in practice the timing/duration of these stages may vary to some extent between students.

Year 1 Fieldwork
Year 2 Fieldwork
Year 3

Paper	Course number and title
1	AN505 Advanced Professional Development in Anthropology
2 & 3	Compulsory non-examined courses:
	AN503 Thesis Writing Seminar
	AN500 Seminar on Anthropological Research

Year 4

Paper	Course number and title
1 & 2	Compulsory non-examined courses:
	AN503 Thesis Writing Seminar
	AN500 Seminar on Anthropological Research

MRes/PhD in Economics

Programme codes: TMRESEC (MRes)
RPEC2 (PhD)
Department: Economics
For students starting in or after the 2015/16 session

A PhD in Economics consists of two years of coursework, followed by a thesis which is expected to take three years. The coursework requirement involves three PhD-level core courses in microeconomics, macroeconomics and econometrics, three field courses and a supervised research paper.
A place on the MSc Economics or the MSc Econometrics and Mathematical Economics will include a conditional offer of progression to the MRes/PhD in Economics, subject to the attainment of a Distinction grade in the MSc. Those who meet the progression requirement and decide to progress are registered as MRes students and undertake the same two-year MRes course requirement as with all other MRes/PhD students.

First year MRes

All students are required to attend EC400, the September Introductory Course in Mathematics and Statistics, in Year 1. Students are required to take the following MRes core courses:

Paper	Course number and title
1	EC441 Microeconomics for MRes Students
2	EC442 Macroeconomics for MRes Students
3	EC443 Econometrics for MRes Students **or** EC484 Econometric Analysis*

* Permission must be obtained to sit EC484: it is intended for students with a strong econometric background and an interest in pursuing a PhD with econometrics as the primary field.

Second year or higher MRes
Students are required to take:

Paper	Course number and title
4	EC599 Research Paper in Economics (5,000 - 10,000 words in length)
5 & 6	Two courses from the Field Selection List below

Students are required to attend:
A. EC501 Work in Progress Seminars, where they present their research.
B. The weekly departmental seminar series closest to their major field.

First year PhD Programme
Students who have been upgraded to PhD are required to work on their research and write a PhD thesis. In addition they are required to take:

Paper	Course number and title
7	One course from the Field Selection List below

Students are also required to attend:
A. EC501 Work in Progress Seminars, where they present their research.
B. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

Second and subsequent years PhD Programme
Students are required to attend:
A. EC501 Work in Progress Seminars, where they present their research.
B. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

Progression to Year 2 of MRes in Economics
In order to progress unconditionally from the first to the second year of MRes registration, students are required to achieve pass marks of 50% or higher in Papers 1, 2 and 3. With the permission of the MRes Programme Director, students who do not attain this standard may proceed to the second year with up to one resit paper (with the restriction that they can sit a maximum of four exams, including resits and EC599 in Year 2).

Award of the MRes in Economics
The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree. Students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and in one of the Papers 5 or 6.
The marks for Papers 1 - 4 and the highest mark from Papers 5 or 6 will be used to determine the degree classification. A fail in one of these five classification papers (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 220 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

Progression to PhD registration For PhD registration students are required to achieve four marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4, 5 and 6, with at least two of the 60% marks achieved in the MRes core Papers 1, 2, and 3.
Condoning marks: A mark between 55 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in another from Papers 1, 2 or 3. A mark between 50 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in the EC599 research paper.
Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration.
Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.
Students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. In exceptional circumstances, the Graduate Studies Sub-Committee can grant permission to a candidate to resit a paper at the next available opportunity. Students can resit each paper only once.
Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.
A student can appeal against the Department's decision on progression to PhD according to the Appeals Regulations for Research Students.

Progression to Year 2 of PhD In order to progress to the second year of PhD registration students are required to pass the PhD qualifying field (Paper 7) with a mark of 50% or higher.

Award of the PhD in Economics Award of the PhD is contingent on progression requirements within the PhD and on the completion and defence of an original research thesis, in accordance with LSE regulations.

Special provisions for students who have completed an MSc degree within the Economics Department at LSE
Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again. To substitute for EC484, students will take one course from the Field Selection List below. The EC484 mark will be carried forward to count as the Paper 3 mark for progression to PhD registration. It will not count towards the award of the MRes degree.
With the approval of the Doctoral Programme Director, students who have completed an MSc degree within the Economics department at LSE will exceptionally be permitted to take their PhD qualifying field course (Paper 5) in the first year of the MRes and might take Paper 7 in their second year.
For students who have taken Paper 7 in their second year the progression and award regulations are adjusted as follows:

MRes award - Students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and at least one mark of 50% in Papers 5-7. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper.

Progression to PhD registration - For PhD registration students are required to achieve four marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4, 5, 6 and 7, with at least two of the 60% marks achieved in the MRes core Papers 1, 2, and 3.

Progression to PhD to Year 2 of PhD - In order to progress to the second year of PhD students are required to pass all the PhD qualifying field (Papers 5-7) with a mark of 50% or higher.

Field Selection List

Course number	Title
EC518	Topics in Advanced Econometrics for Research

	Students**
EC532	International Economics for Research Students
EC533	Labour Economics for Research Students
EC534	Public Economics for Research Students
EC535	Development Economics for Research Students
EC536	Economics of Industry for Research Students
EC537	Microeconomic Theory for Research Students
EC539	Macroeconomics for Research Students
EC540	Political Economy
	Either FM502 Corporate Finance for Research Students ***or*** FM503 Asset Pricing for Research Students
PH413	Philosophy of Economics **and** PH555 Research Seminar in the Philosophy of Economics and Social Sciences ‡

**Students who have previously taken the EC485 component of this course at master's level may instead, with the agreement of the MRes Programme Director, take Statistics and/or Mathematics courses to the value of one unit.

‡ PH555: students are required to attend one term of choice and complete the term essay.

MRes/PhD in Economics

Programme codes: TMRESECRE (MRes Track 1)
TMRESEC2RE (MRes Track 2)
RPEC2 (PhD)

Department: Economics

For students starting in academic sessions 2010/11 to 2014/15

The MRes/PhD programme is offered in twin-track formats. Students on both tracks of the programme will have to complete MRes degree courses, a PhD-qualifying course and research training modules prior to submission of the PhD thesis. The different entrance qualifications of Track 1 and 2 students dictate the sequence and duration of the coursework.

Track 1 is aimed at students graduating with a postgraduate degree, or an undergraduate degree and exceptional grades in economics, mathematics, econometrics and other quantitative subjects. Track 2 is for students who have completed a graduate degree in economics from a reputable university institution and who have demonstrated exceptional performance in it. The decision on which track students are registered is a matter of academic judgement of the selectors for the programme. In practice almost all Track 2 entrants come from the LSE MSc programmes.

The School's regulations for Taught Master's Degrees apply to Track 1 course components 1-6 and Track 2 course components 1-5, except where the regulations below supersede the School's degree regulations.

Programme Structure

Track 1

Track 1: (5 MRes Papers + 1 PhD-qualifying paper)

Track 1 students are required to attend EC400, the September Introductory Course before commencing the MRes/PhD programme.

First year of Track 1

Students are required to take the following MRes core courses:

1. EC441 Microeconomics for MRes Students
2. EC442 Macroeconomics for MRes Students
3. EC443 Econometrics for MRes Students or EC484 Econometric Analysis*

   * Permission must be obtained to sit EC484: it is intended for students with a strong econometric background and an interest in pursuing a PhD with econometrics as the primary field.

Second year of Track 1

Students are required to take:

4. EC599 Research Paper in Economics (5,000 - 10,000 words in length)
5. One from the Field Selection List below

Students who obtain at least two marks of 60% or more and one mark of 50% or more in the core courses 1. - 3. will be allowed to take their second (PhD qualifying) field during Year 2 (Paper 6).

In addition, students attend:

A. EC501 Work in Progress Seminars
B. The weekly departmental seminar series closest to their major field.

Third and further years of Track 1

Students who have not completed paper 6 (PhD qualifying field course) will be required to take:

6. One from the Field Selection List below but different from Paper 5.

In addition, students attend:

C. EC501 Work in Progress Seminars, where they present their research
D. The weekly departmental seminar series closest to their major field

Students are required to work on their research and to write a PhD thesis.

Progression to Year 2 of MRes in Economics

In order to progress unconditionally from the first to the second year of MRes registration, students are required to achieve pass marks of 50% or higher in Papers 1, 2 and 3. Students who do not attain this standard may proceed to the second year with up to two resit papers, only with the permission of the MRes Programme Director, with the restriction that they can sit a maximum of four exams (including resits and EC599) in Year 2.

Award of the MRes in Economics

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and 5. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper.

Progression to PhD registration

For PhD registration students are required to achieve three marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4 and 5. Two marks of 60% or higher are required from the MRes core papers 1, 2, and 3. A mark between 55 - 59% in one of these core papers can be condoned by a mark of +70% in another core paper and/or a mark between 50 - 59% in one of these core papers can be condoned by a mark of +70% in the EC599 research paper.

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students will also need to pass their PhD-qualifying field course (Paper 6), which is taken in the first year of PhD registration, with 50% or higher.

Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.

Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. In exceptional circumstances, the Graduate Studies Sub-Committee can grant permission to a candidate to resit a paper in a subsequent year. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

A student can appeal against the Department's decision on progression to PhD according to the appeal's procedures against decisions on upgrading to PhD in the School's Regulations for Research Degrees.

Award of the PhD in Economics
Award of the PhD is contingent on meeting the progression requirements for the PhD, passing the PhD qualifying field with a mark of 50% or higher, and on the completion and defence of an original research thesis, in accordance with LSE regulations.

Track 2
Track 2: (4 MRes Papers + 1 PhD-qualifying paper)
Track 2 students may be required to attend EC400, the September Introductory Course before commencing the MRes/PhD programme.

First year of Track 2:
Students are required to take:
1. EC441 Microeconomics for MRes Students
2. EC442 Macroeconomics for MRes Students
3. EC443 Econometrics for MRes Students or EC484 Econometric Analysis*
4. EC599 Research Paper in Economics (5,000 - 10,000 words in length)

* Permission must be obtained to sit EC484: it is intended for students with a strong econometrics background and an interest in pursuing a PhD with econometrics as the primary field. Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again and will have their MSc mark carried forward. These students are permitted to take their PhD qualifying field course (Paper 5) in place of Paper 3.

In addition, students attend:
A. EC501 Work in Progress Seminars
B. The weekly departmental seminar series closest to their major field.

Subsequent years of Track 2 (if upgraded to PhD):
Students are required to take:
5. One from the Field Selection List below (PhD qualifying field course).
Students who are permitted to take a PhD qualifying field in Year 1 are waived this additional requirement.
In addition, students attend:
C. EC501 Work in Progress Seminars, where they present their research
D. The weekly departmental seminar series closest to their major field.
Students are required to work on their research and to write a PhD thesis.

Award of the MRes in Economics
The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in Papers 1, 2, 3 and 4. A fail in one of these papers (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 165 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

Progression to PhD registration
For PhD registration students are required to achieve two marks of 60% or higher and two marks of 50% or higher in MRes papers 1, 2, 3 and 4. Two marks of 60% or higher are required from the MRes core Papers 1, 2, and 3. A mark between 55 - 59% in one of these core papers can be condoned by a mark of +70% in another core paper and/or a mark between 50 - 59% in one of these core papers can be condoned by a mark of +70% in the EC599 research paper. Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students will also need to pass their PhD-qualifying field course (Paper 5), which is taken in the first year of PhD registration, with 50% or higher.
Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.
Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. In exceptional circumstances, the Graduate Studies Sub-Committee can grant permission to a candidate to resit a paper in a subsequent year. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.
A student can appeal against the Department's decision on progression to PhD according to the appeal's procedures against decisions on upgrading to PhD in the School's Regulations for Research Degrees.

Award of the PhD in Economics
Award of the PhD is contingent on meeting the progression requirements for the PhD, passing the PhD qualifying field with a mark of 50% or higher, and on the completion and defence of an original research thesis, in accordance with LSE regulations.

Field Selection List
EC532 International Economics for Research Students
EC533 Labour Economics for Research Students
EC534 Public Economics for Research Students
EC535 Development Economics for Research Students
EC536 Economics of Industry for Research Students
EC537 Microeconomic Theory for Research Students
EC518 Topics in Advanced Econometrics for Research Students**
EC539 Macroeconomics for Research Students
EC540 Political Economy
Either FM502 Corporate Finance for Research Students **or** FM503 Asset Pricing for Research Students
PH413 Philosophy of Economics **and** PH555 Research Seminar in the Philosophy of Economics and Social Sciences ‡
**Track 2 students who have previously taken the EC485 component of this course at Masters level may instead, with the agreement of the MRes Programme Director, take Statistics and/or Mathematics courses to the value of one unit.
‡ PH555: students are required to attend one term of choice and complete the term essay.

MRes/PhD in Finance
Programme codes: TMRESFI1 (MRes Route 1)
TMRESFI2 (MRes Route 2)
RPFI2 (PhD)
Department: Finance
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.
Students will take either Route 1 or Route 2 (depending on their previous master's qualification) as detailed below.

Route 1
Students who have not completed the MSc Finance and Economics (research) at LSE or an equivalent programme elsewhere.

Route 1 students are required to attend EC400, the September Introductory Course before commencing the MRes/PhD programme.

Year 1
Training courses:
Compulsory (examined)
1. EC441 Microeconomics for MRes Students
2. EC442 Macroeconomics for MRes Students
3. FM481 Financial Econometrics for Research Students

Transferable skills courses:
Compulsory (not examined)
A. FM436 Financial Economics
B. Capital Markets Workshop

Optional (not examined)
C. MY592 Workshop in Information Literacy: finding, managing and organising published research and data
D. Any relevant seminars in related areas.

Year 2
Training courses:
Compulsory (examined)
4. FM502 Corporate Finance for Research Students
5. FM503 Asset Pricing for Research Students
6. FM482 Research Paper in Finance (6,000 - 8,000 words in length)

Transferable skills courses:
Compulsory (not examined)
A. FM505 PhD Seminar in Finance. Presentation requirements: Students are required to do an FM505 seminar presentation in the second year.
B. Capital Markets Workshop

Optional (not examined)
C. Any relevant seminars in related areas

Year 3 (if upgraded to PhD)
Training courses:
Compulsory (examined)
7. FM505 PhD Seminar in Finance
Students need to pass Paper 7 with a mark of 65% or higher.

Transferable skills courses:
Compulsory (not examined)
A. Capital Markets Workshop

Progression and upgrade requirements
In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 50% or higher in papers 1, 2 and 3. Students who do not attain this standard may proceed to the second year with up to two resit papers, only with the permission of the MRes Programme Director, with the restriction that they can sit a maximum of four exams in year 2, which must be the two resits, either paper 4 or 5, and paper 6.

Award of the MRes in Finance
The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in 5 of full-unit papers, which must include Paper 6 (Research paper) and four papers from Papers 1, 2, 3, 4, and 5. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 55% or higher in another paper.

Progression to PhD registration
For PhD registration students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in papers 4 and 5 and a mark of 65% or higher in Paper 6.
Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.
Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

Route 2
Students who have taken the MSc Finance and Economics (Research) programme at LSE or equivalent from another institution may enter onto Route 2 of the programme (this will have been subject to the approval of the Programme Director).

Year 1
Training courses:
Compulsory (examined)
1. EC441 Microeconomics for MRes Students
2. FM502 Corporate Finance for Research Students
3. FM503 Asset Pricing for Research Students
4. FM482 Research Paper in Finance (6,000 - 8,000 words in length)

Transferable skills courses:
Compulsory (not examined)
A. FM505 PhD Seminar in Finance
B. Capital Markets Workshop

Year 2 (if upgraded to PhD)
Training courses:
Compulsory (examined)
5. FM505 PhD Seminar in Finance. Presentation requirements: Students are required to do a seminar presentation in the second year.
6. EC442 Macroeconomics for MRes Students or another full unit course approved by the PhD Director.
Students need to pass paper 5 with a mark of 65% or higher and Paper 6 with a mark of 50% or higher.

Transferable skills courses:
Compulsory (not examined)
A. Capital Markets Workshop

Award of the MRes in Finance
The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree. Students are required to achieve a pass mark of 50% in Papers 1, 2, 3 and 4. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 55% or higher in another paper.

Progression to PhD registration
For PhD registration students are required to achieve a mark of 50% of higher in Paper 1 and marks of 60% or higher in Papers 2 and 3, and a mark of 65% or higher in Paper 4.
Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be

permitted.
Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

Award of the PhD in Finance
Award of the PhD is contingent on meeting the progression requirements for the PhD, passing FM505 with a mark of 65% or higher, and on the completion and defence of an original research thesis, in accordance with LSE regulations.

MRes/PhD in International Development

Programme codes: TMRESDV (MRes)
RPDV2 (PhD)
Department: International Development

Year 1
Compulsory courses
1. DV501 Development History, Theory and Policy for Research Students (H)
2. Methodology course choice 1 to the value of one full unit (at the 400 and 500 level) (F)*
3. Methodology or Theory course choice 2 to the value of one full unit (at the 400 and 500 level) (F)*
4. Methodology or Theory course choice 3 to the value of one half unit (at the 400 or 500 level) (H)*
5. DV510 Research Design and Proposal in International Development (F)
6. DV500 Research Seminar in Development Studies (non-examined)

Notes
* Course choices must be approved by the supervisor and Doctoral Programme Director.

Optional Courses
7. EC400 Introductory Course in Mathematics and Statistics (September introductory course as a pre-requisite for 400 and 500 level EC courses for students planning to make use of advanced quantitative methods in their PhD research).

Award of the MRes in International Development The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree.

Upgrade to PhD
Upgrade to PhD is dependent upon:
1. Pass of the MRes with an average of 65 in the coursework (except as noted above).
2. Pass of the Research Proposal with a mark equal or greater than 65.

The Research Proposal Committee will offer constructive advice and make one of four decisions:
• Unconditional approval
• Conditional approval
• Revise and resubmit
• Fail
Students who are required to Revise and Resubmit are usually expected the resubmit the proposal within three months. These students will progress to a temporary MPhil status, with the approval of the Chair of the Research Degrees Subcommittee, while they are revising their research proposal. Students who are successful will be upgraded to PhD.
The progress of each student will be reviewed at the end of each subsequent year.

MRes/PhD in Political Science

Programme codes: TMRESPOLSC (MRes)
RPPOLSCI (PhD)
Department: Government
Students complete and are examined in courses to the value of four full units.

Paper	Course number and title
1	**Research Design**
	GV5X1 Research Design in Political Science
2	**Methods courses**
	Students take courses under A, B or C to the value of one unit:
	A) Quantitative research topics
	MY552M **or** MY552L Applied Regression Analysis (H)
	MY557 Causal Inference for Observational and Experimental Studies (H) **or**
	GV4G1 Applied Quantitative Methods for Political Science (H)
	GV4J6 Game Theory for Research (H) (not available 2017/18)
	B) Qualitative research topics
	GV513 Qualitative Methods in the Study of Politics (H)
	MY551M ***or*** MY551L Introduction to Quantitative Analysis (H)
	C) Political theory research topics
	GV504 Research Methods in Political Theory
	If these courses have already been taken, other methods courses may be substituted with the approval of the Doctoral Programme Director.
3	**Field seminars**
	Courses to the value of 1 unit from the following:
	GV517 Comparative Political Economy: New Approaches and Issues in CPE (H)
	GV5X2 Research Paper in Comparative Politics (half or full unit)
	GV5X3 Research Paper European Politics and Policy (half or full unit)
	GV5X4 Research Paper in Global Politics (half or full unit)
	GV5X5 Research Paper Political Science and Political Economy (half or full unit)
	GV5X6 Research Paper Political Theory (half or full unit)
	GV5X7 Research Paper Public Policy and Administration (half or full unit)
	Any course from Paper 2, above, not already taken, or any research methods course taught anywhere in the School, with the approval of the Course Convenor and the Doctoral Programme Director.
4	**Research Prospectus**
	GV599 Research Prospectus in Political Science
	Second, third, fourth and fifth year
	A) Research and write a dissertation
	B) Participate in at least one Doctoral Workshop in the Government Department or elsewhere in the School in each year. e.g. GV501 Doctoral Workshop: Political Theory; GV503 Political Philosophy Research Seminar, GV510 Ethnicity and Nationalism Research Workshop (withdrawn 2017/18), GV514 Political Science and Political Economy Doctoral Workshop, GV515 Researching People, Politics and Organisations (withdrawn 2017/18), GV555 Political Economy and Public Policy Workshop.
	C) Second year students have the option of taking EC540 Political Economy. Permission to attend is at the discretion of the course convenor.

Award of the MRes
The award and classification of the MRes is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree

Conditions for progression to PhD
1. Award of the MRes with at least a Merit
2. Award of GV599 with at least a Merit

Award of the PhD
The PhD is awarded according the rules of the LSE.

MRes/PhD in Quantitative Economic History
Programme codes: TMRESQEH (MRes)
RPQEH (PhD)
Department: Economic History

MRes
Students complete and are examined in courses to the value of four full units. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Paper	Course number and title	
1	Courses to the value of one full unit from the following:	
	EH404	India and the World Economy (H)
	EH408	International Migration, 1500-2000: from slavery to asylum (H)
	EH413	African Economic Development in Historical Perspective (H) (not available 2017/18)
	EH421	Economic History of Colonialism (H)
	EH423	Japan and Korea as Developing Economies (H)
	EH446	Economic Development of East and Southeast Asia (not available 2017/18)
	EH451	Latin American Development: Political Economy of Growth (H) (withdrawn 2017/18)
	EH452	Latin American Development and Economic History (H)
	EH454	Human Health in History
	EH463	The Long-Run Analysis of Firms and Industries (H)
	EH464	The Historical Context of Business (H)
	EH476	The Economic History of War (not available 2017/18)
	EH482	Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries
	EH486	Shipping and Sea Power in Asian Waters, c1600-1860 (H)
2	EH course(s) to the value of one full unit from Paper 1 above	
3	EC411	Microeconomics **or** EC413 Macroeconomics *
4	EH473	Research Paper in Quantitative Economic History
5	EH474	Research Prospectus **

* If not already taken under Paper 3 of the MSc Quantitative Economic History.
** Not examined but subject to departmental approval.

Award of the MRes Quantitative Economic History
The award and classification of the MSc degree is consistent with the School's scheme for the award of a four-unit Taught Master's Degree. Student are required to achieve a pass mark of 50% in Papers 1, 2, 3 and 4 and submit paper 5 (EH474 Research Prospectus, not examined half unit). Where a candidate receives a Fail mark in any course, the penalty rules are set out in https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters.pdf (see paragraph 3.2) apply.
A Bad Fail (39% or lower) in any course of any unit value will result in an overall Fail for the degree.

Progression from the MRes Quantitative Economic History to the PhD
To progress from the MRes to the PhD programme, students need to achieve at least a Merit overall in the MRes and at least 65% in the (full unit) Research Paper in Quantitative Economic History (EH473). In addition, their Research Prospectus (EH474) needs to be approved by the departmental Prospectus Review Committee following a viva.
If a student fulfils all other progression requirements but his/her Research Prospectus does not meet the expectations set out in the EH474 course description, the Prospectus Review Committee will grant an extension of up to three months to submit a revised version. If this revised version fails the required standards, the candidate will not be admitted to the PhD programme.

PhD
Non-examined courses
Years 1-4

Paper	Course number and title
EH590	Thesis Workshop in Economic History

MPhil/PhD Programme Regulations

Key to MRes/PhD Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 17/18) means not available in the 2017/18 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

MPhil/PhD in Accounting

Programme code: RPAC
Department: Accounting
For students entering in or after the academic year 2015/16.
The Department of Accounting offers an MPhil/PhD Accounting programme with two tracks. The aim is to ensure the highest quality in the development of research students, in their research skills and to support their progression to the completion and defence of high quality theses in their respective specialisms.
Track 1 is devoted to the study of interrelationships between accounting, organisations and institutions. Research in this track examines how accounting practices are much more than a collection of routine techniques, but are shaped by their institutional contexts, have behavioural consequences and can represent different values. Efforts to design internal and external accounting practices are both a function of specific economic and political interests, but are also shaped by social and political aspirations. Research in this track includes a wide variety of accounting topics examined through this lens using primarily qualitative methods, such as studies in management accounting, analyses of accounting systems in the private and public sector, transformations of auditing and risk regulation regimes, historical studies of accounting, as well as broader contributions to social theory.

Track 2 primarily examines accounting and financial reporting issues from an economics perspective. Research in this track covers a wide range of accounting topics including design and choices between alternative accounting methods, the use of accounting numbers for internal reporting, performance measurement, incentive systems, and in economic decision making, assessment of financial reporting quality, the economic consequences of financial reporting and performance measurement, and the interactions between financial reporting, legal and economic institutions, and corporate governance. While much research in these areas takes the form of empirical archival analysis, theoretical analysis and field research can also be relevant in some cases.
When making an application, MPhil/PhD students in Accounting will choose to follow either Track 1 or Track 2 as detailed below.

Track 1
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

(H) = half-unit course
Year 1
Training courses
Compulsory (not examined):
AC500 Accounting, Organisations and Society

Compulsory (examined):
AC502 Foundations in Accounting, Organisations and Institutions (H)
Methodology Training: At least one examined methodology course to the value of one half unit including courses offered by the Department of Methodology, either in their first and/or second year of the programme.
Courses to the value of 1.5 course units from the following normally to be taken in the first year (one course may need to be taken in Year 2):
AC411 Accounting, Strategy and Control (H)
AC412 Accountability, Organisations and Risk Management (H)
AC415 Management Accounting for Decision Making (H)
AC444 Valuation and Security Analysis (H)
AC470 Accounting in the Global Economy (H)
AN473 Anthropological Approaches to Value (H)
EH429 History of Economics: Ideas, Policy and Performativity (H)
EH463 The Long-Run Analysis of Firms and Industries (H)
GV478 Political Science and Public Policy
GV481 Political Science and Political Economy (H)
GV488 Law and Politics of Regulation
GV4E4 Public Budgeting and Financial Management (withdrawn 2017/18)
GY420 Environmental Regulation: Implementing Policy
GY423 Environment and Development
GY455 Economic Appraisal and Valuation (H)
LL440 Corporate Law and Accounting
LL4AH Comparative Company Law (H) (not available 2017/18)
LL4BX Corporate Governance (H) (not available 2017/18)
SO425 Risk, Regulation and Economic Life
SO430 Economic Sociology (H) (not available 2017/18)
Any other graduate-level course available in the School with permission from the PhD Programme Director.

Transferable skills courses
Compulsory (not examined):
Department of Accounting Research Forums (ARFs)
Accounting, Organisations and Institutions Research Seminars and Workshops

Optional (not examined):
AC501 Empirical Financial Accounting and Capital Markets
Other research workshops and seminars held across the Department
Relevant seminars in related areas elsewhere in the School
Appropriate international workshops and colloquia

Year 2
Training courses
Compulsory (not examined):
AC500 Accounting, Organisations and Society

Compulsory (examined):
Students who have completed less than 2.5 examined graduate-level course units in Year 1 will take additional courses, so that at the end of Year 2 all students have completed at least 2.5 examined graduate-level course units.

Optional: As needed students may take course(s) or research training session(s) offered by the Department of Methodology.
Transferable skills courses

Compulsory (not examined):
Department of Accounting Research Forums (ARFs)
Accounting, Organisations and Institutions Research Seminars and Workshops

Optional (not examined):
Other research workshops and seminars held across the Department
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia

Year 3
Training courses
Compulsory (not examined):
AC500 Accounting, Organisations and Society

Optional:
As needed students may take course(s) or research training

session(s) offered by the Department of Methodology.
Transferable skills courses

Compulsory (not examined):
Department of Accounting Research Forums (ARFs)
Accounting, Organisations and Institutions Research Seminars and Workshops

Optional (not examined):
Other research workshops and seminars held across the Department
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia

Year 4
Training courses
Compulsory (not examined):
AC500 Accounting, Organisations and Society

Optional:
As needed students may take course(s) or research training session(s) offered by the Department of Methodology.
Transferable skills courses

Compulsory (not examined):
Department of Accounting Research Forums (ARFs)
Accounting, Organisations and Institutions Research Seminars and Workshops

Optional (not examined):
Other research workshops and seminars held across the Department
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia

Track 2
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.
(H) = half-unit course

Year 1
Training courses
Compulsory introductory course (examined):
EC400 Introductory Course in Mathematics and Statistics
Note: This is an introductory course starting in September. All students are normally required to attend EC400, the September Introductory Course in Mathematics and Statistics, before commencing the Track 2 MPhil/PhD Programme in Accounting.

Compulsory (not examined):
AC501 Empirical Financial Accounting and Capital Markets
Compulsory (examined): Courses to the value of 1.5 course units, normally taken from the following list in the first year of study (exceptionally one course may need to be taken in the second year of study):
AC411 Accounting, Strategy and Control (H)
AC415 Management Accounting for Decision Making (H)
AC444 Valuation and Security Analysis (H)
EC402 Econometrics
EC476 Contracts and Organisations
FM421 Applied Corporate Finance (H)
FM436 Financial Economics
FM437 Financial Econometrics
FM481 Financial Econometrics for Research Students
FM502 Corporate Finance for Research Students
FM503 Asset Pricing for Research Students
LL440 Corporate Law and Accounting
MY457 Causal Inference for Observational and Experimental Studies (H)
Any other graduate-level course available in the School with permission from the PhD Programme Director.

Transferable skills courses
Compulsory (not examined):
Department of Accounting Research Forums (ARFs)
Empirical Financial Accounting Research Seminars and Workshops

Optional (not examined):
AC500 Accounting, Organisations and Society
Other research workshops and seminars held across the Department
Relevant seminars in related areas elsewhere in the School
Appropriate international workshops and colloquia

Year 2
Training courses
Compulsory (examined):
AC501 Empirical Financial Accounting and Capital Markets

Compulsory (examined):
Students who have completed less than 1.5 examined graduate-level course units in Year 1 will take additional courses, so that at the end of Year 2 all students have completed at least 2.5 examined graduate-level course units.

Optional:
As needed students may take course(s) or research training session(s) offered by the Department of Methodology.
Transferable skills courses

Compulsory (not examined):
Department of Accounting Research Forums (ARFs)
Empirical Financial Accounting Research Seminars and Workshops

Optional (not examined):
Other research workshops and seminars held across the Department
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia

Year 3
Training courses
Compulsory (not examined):
AC501 Empirical Financial Accounting and Capital Markets

Optional:
As needed students may take course(s) or research training session(s) offered by the Department of Methodology.
Transferable skills courses

Compulsory (not examined):
Department of Accounting Research Forums (ARFs)
Empirical Financial Accounting Research Seminars and Workshops

Optional (not examined):
Other research workshops and seminars held across the Department
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia

Year 4
Training courses
Compulsory (not examined):
AC501 Empirical Financial Accounting and Capital Markets

Optional:
As needed students may take course(s) or research training session(s) offered by the Department of Methodology.
Transferable skills courses

Compulsory (not examined):
Department of Accounting Research Forums (ARFs)
Empirical Financial Accounting Research Seminars and Workshops

Optional (not examined):
Other research workshops and seminars held across the Department
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia

Progression and upgrade requirements for Tracks 1 and 2:
Progression requirements: The departmental MPhil/PhD Assessment Review Committee will reach a decision on progression for each student at the end of Years 1, 2 and 3, and progression from the introductory course (for students on Track 2). All MPhil/PhD Accounting students are normally required to achieve a mark of at least 65% in each of the 2.5 examined graduate-level course units required for progression on both tracks of the programme. The Committee may, in exceptional circumstances, condone a marginal fail if a student has demonstrated strength in other examined courses. Students failing an examined course can, at the discretion of the Committee, and taking into account overall performance, re-sit that course on one occasion only. The Committee may also decide to substitute an alternative assessment to redress any mark deficiencies and has the discretion to set additional requirements for progression where appropriate.
Students are required to make a seminar presentation in each year of their programme. These are formatively assessed. Performance at the seminar presentations will be taken into account by the MPhil/PhD Assessment Review Committee when reaching decisions on progression.

Upgrade: Students will initially be registered for the MPhil. Upgrade to PhD registration will normally happen at the end of Year Two. In order to progress to PhD registration, students must normally have met the progression requirements above (a mark of at least 65% in each of the required 2.5 examined graduate-level course units), and have made satisfactory progress in their research, which normally is understood to mean a solid draft of one complete chapter, plus a detailed outline for the rest of the dissertation with abstracts for each proposed chapter. Materials submitted for upgrade must include a clear framework for the research and a timetable for completion. Students will be provided with an opportunity to defend their submitted written materials orally. The departmental MPhil/PhD Assessment Review Committee will review the progress of each research student, and recommendations for upgrading to PhD will be made on a case-by-case basis.

Award of the PhD in Accounting:
Award of the PhD is contingent on the completion and defence of an original research thesis, in accordance with LSE regulations.

Teaching Experience
Students in Tracks 1 and 2 are required to gain teaching experience with appropriate training in years two and three, and they are encouraged to take presentation skills and other training offered by the Teaching and Learning Centre.

MPhil/PhD in Accounting

Programme code: RPAC
Department: Accounting
For students entering in or before the academic year 2014/15.
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (not examined):
AC500 Accounting, Organisations and Society

Compulsory (examined):
AC502 Foundations in Accounting, Organisations and Institutions (H)
Two of the following (to the value of 1.5 course units) normally to be taken in the first year (one course may need to be taken in Year 2):
AC411 Accounting, Strategy and Control (H)
AC412 Accountability, Organisations and Risk Management (H)
AC415 Management Accounting for Decision Making (H)
AC444 Valuation and Security Analysis (H)
AC470 Accounting in the Global Economy (H)
AN473 Anthropological Approaches to Value (H)
EH429 History of Economics: Ideas, Policy and Performativity (H)
EH463 The Long-Run Analysis of Firms and Industries (H)
GV478 Political Science and Public Policy
GV481 Political Science and Political Economy (H)
GV488 Law and Politics of Regulation
GV4E4 Public Budgeting and Financial Management (withdrawn 2017/18)
GY420 Environmental Regulation: Implementing Policy
GY423 Environment and Development
GY455 Economic Appraisal and Valuation (H)
LL440 Corporate Law and Accounting
LL4AH Comparative Company Law (H) (not available 2017/18)
LL4BX Corporate Governance (H) (not available 2017/18)
SO425 Risk, Regulation and Economic Life
SO430 Economic Sociology (H) (not available 2017/18)
Any other graduate-level course available in the School with permission from the PhD Programme Director.

Optional (examined):
At least one methodology course, including courses offered by the Methodology Institute, either in their first and/or second year of the programme.

Transferable skills courses
Compulsory (not examined):
AC501 Empirical Financial Accounting and Capital Markets

Optional (not examined):
Relevant seminars in related areas elsewhere in the School
Appropriate international workshops and colloquia

Year 2
Training courses
Compulsory (not examined):
AC500 Accounting, Organisations and Society

Compulsory (examined):
Students who have completed less than 2 graduate-level course units in year one will take additional courses.

Optional (examined): As needed students may take course(s) or research training session(s) offered by the Methodology Institute.
Transferable skills courses

Compulsory (not examined):
Department of Accounting research seminars

Optional (not examined):
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia

Year 3
Training courses
Compulsory (not examined):
AC500 Accounting, Organisations and Society

Optional (examined):
As needed, students may take course(s) or research training session(s) offered by the Methodology Institute.
Transferable skills courses

Compulsory (not examined):
Department of Accounting research seminars

Optional (not examined):
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia

Year 4
Training courses
Compulsory (not examined):
AC500 Accounting, Organisations and Society

Optional (examined):
As needed, students may take course(s) or research training session(s) offered by the Methodology Institute.
Transferable skills courses

Compulsory (not examined):
Department of Accounting research seminars

Optional (not examined):
Relevant seminars in related areas offered elsewhere in the School
Appropriate international workshops and colloquia
Progression and upgrade requirements:
To proceed from Year One to Year Two, students must pass all course examinations normally with high Merit or Distinction marks
Examinations**:** All MPhil/PhD Accounting students are required to achieve a pass mark of at least 65% in their examined courses. The examiners may, in exceptional circumstances, condone a lower pass mark if there is strength elsewhere. Students failing a paper can, at the discretion of the departmental Postgraduate Assessment Review Committee, and taking into account overall performance, re-sit that paper on one occasion only. The departmental Postgraduate Assessment Review Committee may also decide to substitute a make-up assignment, such as a 5,000-word essay, to redress any mark deficiencies.

Seminar presentations:
Students are required to make a seminar presentation in each year of their programme.

Upgrade:
Students will initially be registered for the MPhil. In order to progress to PhD registration, students must have achieved a pass mark of at least 65% in their taught course exams, and have made satisfactory progress in their research, which normally is understood to mean a solid draft of one complete chapter, plus a detailed outline for the rest of the dissertation with abstracts for each proposed chapter. The departmental Postgraduate Review and Assessment Committee will review the progress of each research student, and make recommendations for upgrading to PhD on a case-by-case basis.

Teaching Experience:
Students are offered the opportunity to gain teaching experience with appropriate training, and are encouraged to take presentation skills and other training offered by the Teaching and Learning Centre.

MPhil/PhD in Cities Programme

Programme code: RPCP
Department: Sociology
For first and second year students in 2017/18.
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (examined)
SO500 Research Class for MPhil Students
Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

Optional (examined)
MY500 Fundamentals of Social Science Research Design (H)
MY521 Qualitative Research Methods (H)
MY526 Doing Ethnography (H)
Selection of additional courses, with agreement of supervisor, including:
Other courses from Sociology master's programmes
Specialist research courses: SO511 Research Seminar in Political Sociology, SO521 Research Seminar on Cities and Space (not available 2016/17), SO491 Quantitative Social Research Methods, and SO492 Qualitative Research Methods.
Specialist course on urban theory and urban life (for auditing)
SO451 Cities by Design (H)

Transferable skills courses
Optional (not examined)
MY591 Computing Packages for Applied Analysis
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Optional (not examined)
SO501 Data Analysis Workshop (this course is strongly recommended)

Year 3 Training courses Compulsory (not examined)
SO505 Becoming a Professional Sociologist

Progression and upgrade requirements
In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.
By the end of Year 2, students are expected to have completed their fieldwork, and to be ready to submit two draft chapters for upgrade. All full-time research students are expected to have made the transition from the MPhil to PhD (upgrading) within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD by the end of their third year, and to submit their thesis within six years.
The decision to upgrade from MPhil to PhD is taken by a panel consisting of two academics from the Department or the School, with the supervisor(s) in attendance and available to be consulted by the panel. For upgrade, students submit three draft chapters of their thesis, plus thesis abstract and outline schedule for completion. This material is then assessed by viva voce and a written report is made by the panel.
Students should aim to have a complete first draft of their thesis in years three to four and allow three to six months for revision and submission.

MPhil/PhD in Cities Programme

Programme code: RPCP
Department: Sociology
For third year students in 2017/18.
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (examined)
SO500 Research Class for MPhil Students
Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

Optional (examined)
MY500 Fundamentals of Social Science Research Design (H)
MY521 Qualitative Research Methods (H)
MY526 Doing Ethnography (H)
Selection of additional courses, with agreement of supervisor, including:
Other courses from Sociology master's programmes
Specialist research courses: SO511 Research Seminar in Political Sociology, SO521 Research Seminar on Cities and Space (not available 2016/17), SO491 Quantitative Social Research Methods, and SO492 Qualitative Research Methods.
Specialist course on urban theory and urban life (for auditing)
SO451 Cities by Design (H)

Transferable skills courses
Optional (not examined)
MY591 Computing Packages for Applied Analysis
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Optional (not examined)
SO501 Data Analysis Workshop (this course is strongly recommended)

Year 3
Training courses
Optional (not examined)
SO505 Becoming a Professional Sociologist

Progression and upgrade requirements
In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.
By the end of Year 2, students are expected to have completed their fieldwork, and to be ready to submit two draft chapters for upgrade. All full-time research students are expected to have made the transition from the MPhil to PhD (upgrading) within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD by the end of their third year, and to submit their thesis within six years.
The decision to upgrade from MPhil to PhD is taken by a panel consisting of two academics from the Department or the School, with the supervisor(s) in attendance and available to be consulted by the panel. For upgrade, students submit three draft chapters of their thesis, plus thesis abstract and outline schedule for completion. This material is then assessed by viva voce and a written report is made by the panel.
Students should aim to have a complete first draft of their thesis in years three to four and allow three to six months for revision and submission.

MPhil/PhD in Data, Networks and Society

(formerly MPhil/PhD in New Media, Innovation and Literacy)
Programme code: RPDNS
Department: Media & Communications
These regulations apply to students entering in or after the 2017/18 academic year.
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Plus
MC5M2 Advanced Methods of Research in Media & Communications (includes MY551 Introduction to Quantitative Analysis and MY552 Applied Regression Analysis). By agreement, the Methodology Institute components (MY551 and/or MY552) can be replaced by other, more advanced, statistics courses or an advanced qualitative course taught at the Methodology Institute. At least one half-unit course of statistics needs to be included.

Optional (examined/not examined)
Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses
Compulsory (not examined)
MC500 Research Seminar for Media, Communications and Culture
Annual Departmental PhD Symposium

Optional (not examined)
LN988 Thesis Writing course
Modern Foreign Language courses offered by the Language Centre
Other graduate seminars of relevance to research subject

Presentation requirements
At least one presentation annually at MC500 Research Seminar for Media, Communications and Culture

Year 2
Training courses
Optional (examined/not examined)
Either MY530 Advanced Qualitative Analysis Workshops (H) or
MY555 Multivariate Analysis and Measurement (H)
MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)
ST416 Multilevel Modelling (H)
Other graduate courses relevant to research subject and agreed with supervisor

Transferable skills courses
Compulsory (not examined)
MC500 Research Seminar for Media, Communications and Culture
Annual Joint PhD Symposium for Second Years and above, at Goldsmiths, Westminster and City

Optional (not examined)
Other graduate seminars of relevance to research subject

Year 3
Transferable skills courses
Optional (not examined)
MC500 Research Seminar for Media, Communications and Culture

Year 4
Students are expected to complete their research

Progression and upgrade requirements
Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by 1 June in their first year (part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with the examinations in Methods (MC5M2) and the other two chosen compulsory first year courses from the list above, this paper will form part of the evaluation process, and, together with an oral examination based on the Thesis Proposal, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year.

MPhil/PhD in Demography/Population Studies

Programme code: RPDEPS
Department: Social Policy
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Optional (not examined)
If not already taken previously:
SA451 Social Policy Research
MY400 Fundamentals of Social Science Research Design (H)
MY421M ***or*** MY421L Qualitative Research Methods (H)
MY451M ***or*** MY451L Introduction to Quantitative Analysis (H)

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.
Transferable skills courses

Compulsory (not examined):
SA550 Research Student Seminar

Optional (not examined):
Relevant courses provided by the Library, Teaching and Learning Centre and Methodology Institute

Year 2
Training courses
Optional (not examined):
MY452M **or** MY452L Applied Regression Analysis (H)
MY455 Multivariate Analysis and Measurement (H)
Transferable skills courses

Optional (not examined):
SA550 Research Student Seminar

Year 3
Transferable skills courses
Optional (not examined):
SA550 Research Student Seminar

Year 4
Transferable skills courses
Optional (not examined):
SA550 Research Student Seminar
Progression and Upgrade requirements
Each student is required to undertake Major Review in the summer term of their first year (second year for part-time students). For Major Review they must submit a 10,000 word document with a detailed thesis proposal, their research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. They are interviewed on this document by senior staff who make the decision on upgrading.
Each year post-Major Review, every student is expected to submit a 1,000 to 2,000 word progress report, approved by supervisors, to the Research Students' Programme Director.
Each pre-Major Review student is expected to make a presentation on their proposed research to the SA550 seminar prior to the submission of their major review document and to address issues raised by the Research Students' Programme Director(s).

MPhil/PhD in Development Studies

Programme code: RPDV
Department: International Development
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses Compulsory (examined)
All students will be required to take either a full or two half unit courses in research methods in the School's Methodology Institute. The precise courses taken will be decided in consultation with the student's primary supervisor.

Compulsory (not examined)
DV500 Research Seminar in Development Studies
Students who have not received their MSc Development Studies from the LSE will be required to attend the lectures for the core course DV400 Development: History, Theory and Policy. All first year students are required to attend a special seminar for research students.

Optional (not examined)
Further appropriate graduate level courses in the Department of International Development and agreed with supervisor.

Optional (not examined)
MPhil/PhD students will find it advantageous to attend the weekly Visiting Lecture Series in Development Studies in Michaelmas Term.

By Year 4
Students are expected to have completed their research.

Progression and Upgrade requirements
Students will be required to achieve a minimum mark of 65% in the Methodology courses. Failure to do so may mean that you are unable to progress onto the PhD programme and will remain at MPhil until you have either completed a further methodology course or achieved an improved grade.
All students will be interviewed during the Michaelmas Term of their second year by the Graduate Review Committee. Continued registration for a second year will be conditional on the work presented being of a satisfactory standard and if satisfactory, will be upgraded from MPhil to PhD. By the end of Summer Term of the second year students should have finished all fieldwork (where applicable). By the end of the third year students should be able to complete their dissertation.

MPhil/PhD in Economic Geography

Programme code: RPECGY
Department: Geography & Environment
For students entering in or after the academic year 2017/18.
In addition to progressing with their research, students are expected to take the courses listed below. Students may take

courses other than those listed but must discuss this with their supervisor.

Year 1
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Compulsory (examined)
Relevant subject-specific training courses to the value of one unit:
1. **Either** GY457 Applied Urban and Regional Economics, or GY407 Globalisation, Regional Development and Policy, or GY408 Local Economic Development and Policy (not available 2017/18).
Note: Students who have graduated from either the MSc in Local Economic Development or the MSc in Real Estate Economics and Finance cannot repeat courses taken as part of their master's programme. In order to fulfil their obligation to sit for one full unit of subject-specific training, students who have already taken all three of GY457/GY407/GY408 can choose additional options to the value of one unit from the following list:
GY404 Topics in Local Economic Development (H)
GY447 The Economics of Regional and Urban Planning (H)
EC411 Microeconomics (requires students to take introductory course EC400)

Other relevant subject-specific training courses can be chosen subject to supervisor and course manager approval.
2. One relevant advanced research methods course to the value of one unit:

GY428 Applied Quantitative Methods (H)
GY460 Techniques of Spatial Economic Analysis (H)
MY500 Fundamentals of Social Science Research Design
MY521 Qualitative Research Methods (H)
MY526 Doing Ethnography (H)
MY527 Non-Traditional Data: New Dimensions in Qualitative Research (H)
MY556 Survey Methodology (H)
MY557 Causal Inference for Observational and Experimental Studies (H)
MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training courses
Optional (not examined)
GY502 Staff/Research Students Seminars
Transferable skills courses
Optional (not examined)
GY500 Research Project Seminar

Progression and upgrade requirements:
Once on the MPhil/PhD programme you will go through a First Year Progress Review, taking place in the Summer Term of your first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

Normally, there will be a progress review meeting between the student and the supervisor(s) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year (third year of the 1+3 programme) is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. Students are asked to discuss their research paper/thesis outline during an Upgrade Meeting in front of an Upgrading Committee normally formed by the supervisor(s) and a third member of staff with relevant expertise. The material is evaluated by the Upgrading Committee, who will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in Economic Geography

Programme code: RPECGY
Department: Geography & Environment
For students entering before the academic year 2017/18.
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Route 1
Students who have completed MSc Local Economic Development or MSc Real Estate Economics and Finance will

enter in Year 1 and take the course specified below:

Year 1
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Compulsory (examined)
1. Courses to the value of one unit from the following (the course(s) must be different to those taken on the MSc):
   GY404 Topics in Local Economic Development (H)
   GY407 Globalisation, Regional Development and Policy
   GY408 Local Economic Development and Policy (not available 2017/18)
   GY447 The Economics of Regional and Urban Planning (H)
   GY457 Applied Urban and Regional Economics
   EC411 Microeconomics (requires students to take introductory course EC400)
2. One relevant advanced research methods course to the value of one unit:
   GY428 Applied Quantitative Methods (H)
   GY460 Techniques of Spatial Economic Analysis (H)
   MY500 Fundamentals of Social Science Research Design (H)
   MY521 Qualitative Research Methods (H)
   MY526 Doing Ethnography (H)
   MY527 Non-Traditional Data: New Dimensions in Qualitative Research (H)
   MY556 Survey Methodology (H)
   MY557 Causal Inference for Observational and Experimental Studies (H)
   MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)

Students who have completed MSc Local Economic Development or MSc Real Estate Economics and Finance will be required to take a different course(s) from those taken on the degree.

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training courses
Optional (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Optional (not examined)
GY500 Research Project Seminar

Route 2
Students without MSc Local Economic Development or MSc Real Estate Economics and Finance will take the following specified courses:

Year 1
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Compulsory (examined)
1. **Either** GY457 Applied Urban and Regional Economics, or GY407 Globalisation, Regional Development and Policy, or GY408 Local Economic Development and Policy (not available 2017/18).
2. One relevant advanced research methods course to the value of one unit:
   GY428 Applied Quantitative Methods (H)
   GY460 Techniques of Spatial Economic Analysis (H)
   MY500 Fundamentals of Social Science Research Design
   MY521 Qualitative Research Methods (H)
   MY526 Doing Ethnography (H)
   MY527 Non-Traditional Data: New Dimensions in Qualitative Research (H)
   MY556 Survey Methodology (H)
   MY557 Causal Inference for Observational and Experimental Studies (H)
   MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training courses
Optional (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Optional (not examined)
GY500 Research Project Seminar

Progression and Upgrade requirements for both routes
Progression and upgrade requirements:

Students in the MPhil/PhD programme will go through a First Year Progress Review taking place in the Summer Term of their first research year. This is Year 1 for students in the +3 programme and Year 2 for students in the 1+3 programme. For the First Year Progress Review, the student submits a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year (third year of the 1+3 programme). Progression to the second year (third year of the 1+3 programme) is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. This is Year 2 for students in the +3 programme and Year 3 for students in the 1+3 route. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. Students are asked to discuss their research paper/thesis outline during an Upgrade Meeting in front of an Upgrading Committee normally formed by main supervisor, review supervisor and a third member of staff with relevant expertise. The material is evaluated by the Upgrading Committee, who will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the relevant Doctoral Programme Director for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in Economic History

Programme code: RPEH

Department: Economic History

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (examined)

EH520 Approaches to Economic and Social History EH401 and EH402 (unless already taken as part of the Master's degree, and, where appropriate, a pre-sessional statistics course)

Optional (not examined) Supervisors may require students in their first or subsequent years of study to take other relevant economic history courses, methodological courses provided by the Methodology Institute or the Institute of Historical Research or skills training courses as required for their thesis topic.
Transferable skills courses

Compulsory (not examined)

EH590 Thesis Workshop in Economic History

Year 2
Training courses
Compulsory (not examined)

EH590 Thesis Workshop in Economic History

Year 3
Training courses
Compulsory (not examined)

EH590 Thesis Workshop in Economic History

Year 4
Training courses
Compulsory (not examined)

EH590 Thesis Workshop in Economic History

Progression and upgrade requirements

By the start of the Summer Term students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee. Students taking one or more MSc examination may, with the support of their supervisor, apply to defer their submission of work to no later than the start of the 7th week of the Summer Term. The Committee will interview all students during the Summer Term, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. All students are expected to gain broad knowledge of the subject from graduate level course work in their first year and active participation in workshops, seminars and conferences to complement the expertise gained from intense thesis research.

By the Summer Term of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview students, and if the submitted work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students may defer the upgrade decision until their third year for fieldwork or other reasons, but only with the support of their supervisor.

MPhil/PhD in Environmental Economics

Programme code: RPENEC

Department: Geography & Environment

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Route 1
Students with MSc Environmental Economics and Climate Change will enter Year 1 and take the specified courses below:

Year 1
Training courses
Compulsory (not examined)

GY502 Staff/Research Students Seminars

Compulsory (examined)

1. EC411 Microeconomics (Note that students must take the introductory course EC400).
2. Relevant advanced research methods course(s) to the value of one unit from the following:
   EC402 Econometrics
   MY555 Multivariate Analysis and Measurement (H)
   MY556 Survey Methodology (H)
   MY557 Causal Inference for Observational and Experimental Studies (H)
   MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)
   GY526 Advanced Methods in Environmental and Resource Economics: Time, Risk and Environmental Policy (H)

Transferable skills courses

Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training Courses
Optional (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Optional (not examined)
GY500 Research Project Seminar

Route 2
Students without MSc Environmental Economics and Climate Change will enter Year 1 and take the specified courses below:

Year 1
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Compulsory (examined)
1. EC411 Microeconomics (Students must take the introductory course EC400).
2. GY426 Environmental and Resource Economics
3. Advanced research methods course(s) to the value of one unit from the following list:
   EC402 Econometrics
   GY428 Applied Quantitative Methods
   MY555 Multivariate Analysis and Measurement (H)
   MY556 Survey Methodology (H)
   MY557 Causal Inference for Observational and Experimental Studies (H)
   MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)
   GY526 Advanced Methods in Environmental and Resource Economics: Time, Risk and Environmental Policy (H)

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Progression and Upgrade requirements for Routes 1 and 2
Once students are in the MPhil/PhD part of the programme, they will go through a First Year Progress Review taking place in the Summer Term of their first research year. This is Year 1 for students in the +3 programme and Year 2 for students in the 1+3 programme. For the First Year Progress Review, the student submits a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year (third year of the 1+3 programme). Importantly, progression is also dependent on students having **passed all** required examinations and obtained **at least one merit**, and having presented their work satisfactorily in the doctoral presentation workshops.
All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. This is Year 2 for students in the +3 programme and Year 3 for students in the 1+3 route. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's main supervisor, review supervisor and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.
In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the relevant Doctoral Programme Director for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in Environmental Policy and Development

Programme code: RPENPD
Department: Geography & Environment
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Route 1
Students who have completed MSc Environmental Policy and Regulation or MSc Environment and Development will enter in Year 1 and take the courses specified below:

Year 1
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Compulsory (examined)
1. Courses to the value of one unit from the list of options on the relevant MSc degrees.
2. Relevant advanced research methods course(s) to the value of one unit from the following:
   MY500 Fundamentals of Social Science Research Design (H)
   MY521 Qualitative Research Methods (H)
   MY526 Doing Ethnography (H)
   MY527 Non-Traditional Data: New Dimensions in Qualitative Research (H)
   MY529 Special Topics in Qualitative Research: Introspection-based Methods in Social Research (H) (not available 2017/18)

Students will be required to take a different course(s) from those taken on the MSc degree.

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training Courses
Optional (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Optional (not examined)
GY500 Research Project Seminar

Route 2
Students without MSc Environmental Policy and Regulation or MSc Environment and Development will take the following specified courses:

Year 1
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Compulsory (examined)
1. GY420 Environmental Regulation: Implementing Policy, or GY423 Environment and Development.
2. Relevant advanced research methods course(s) to the value of one unit from the following:
   MY500 Fundamentals of Social Science Research Design
   MY521 Qualitative Research Methods (H)
   MY526 Doing Ethnography (H)
   MY527 Non-Traditional Data: New Dimensions in Qualitative Research (H)
   MY529 Special Topics in Qualitative Research: Introspection-based Methods in Social Research (H) (not available 2017/18)

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Progression and Upgrade requirements for both routes
Once students in the MPhil/PhD part of the programme, they will go through a First Year Progress Review taking place in the Summer Term of their first research year. This is Year 1 for students in the +3 programme and Year Two for students in the 1+3 programme. For the First Year Progress Review, the student submits a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and justification for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review

in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year (third year of the 1+3 programme). Progression is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.
All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. This is Year 2 for students in the +3 programme and Year Three for students in the 1+3 route. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrade committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's main supervisor, review supervisor and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.
In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the relevant Doctoral Programme Director for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in Employment Relations and Organisational Behaviour

Programme code: RPEROB
Department: Management
(Programme withdrawn 2017/18. Last intake 2016/17)
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

MPhil/PhD in European Studies

Programme code: RPEU
Department: European Institute
In addition to progressing with their research, students are expected to take the listed research training and transferable skills courses. Students may take courses in addition to those listed and should discuss this with their supervisor. For a complete list of courses please refer to the 2017/18 Handbook for Research Degree Students.

Year 1
Training courses
Compulsory (not examined):
EU550 Research Workshop in European Studies
EU554 Research Methods and Design in European Studies (withdrawn 2017/18)

Optional (examined):
MY552M ***or*** MY552L Applied Regression Analysis (H)
Further training courses provided by the Department of Methodology and agreed with their supervisors.
Transferable skills courses

Optional (not examined):
EU455 Concepts in Political Economy (H)

Year 2
Training courses

Compulsory (not examined):
EU550 Research Workshop in European Studies
Students expected to take relevant course(s) in the Department of Methodology or in other departments as agreed with their supervisors.

Optional (not examined): It is highly recommended that students with research interests in political economy attend and present their work in the interdepartmental research seminar EU555/GV555/IR555 Political Economy and Public Policy Workshop.
Transferable skills courses

Optional (not examined):
EU455 Concepts in Political Economy (H)

Year 3
Training courses

Compulsory (not examined):
EU550 Research Workshop in European Studies

Optional (not examined):
If not taken in Year Two:
EU555/GV555/IR555 Political Economy and Public Policy Workshop
Transferable skills courses

Optional (not examined):
EU455 Concepts in Political Economy (H)

Year 4
Transferable skills courses
Optional (not examined):
EU550 Research Workshop in European Studies

Upgrading to PhD/**Targets for Progress**
Year 1 - For a standard thesis: a research proposal (approximately 2,500 words) and abstract of the whole thesis (one page); a sample chapter (approximately 8,000 words); a chapter synopsis, and a timetable for completion. For a thesis as a series of publishable papers: a research proposal (approximately 2,500 words) and an abstract covering the three prospective papers; a full draft of the introduction or a full draft of one of the papers (approximately 8,000 words); and a timetable for completion.
Year 2 - For a standard thesis: at least two further substantive chapters (of approximately 5,000-7,000 words each). For a thesis as a series of publishable papers: at least one fully written paper (approximately 10,000 words); and outlines of the other two papers (approximately 2,000 words).
Year 3 - For a standard thesis: a full draft of all core chapters and agreed timetable for completion.
For a thesis as a series of publishable papers: full drafts of all three papers and agreed timetable for completion of the thesis.

MPhil/PhD in Gender

Programme code: RPGE
Department: Gender Studies
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (examined)
Aims and Methods (first year programme)

Compulsory (not examined)
GI424 Gender Theories in the Modern World: An Interdisciplinary Approach (H) (lectures only)
GI402 Gender, Knowledge and Research Practice (lectures, seminars and workshops)

Optional (not examined)
GI499 Dissertation Methodologies in Interdisciplinary Perspective
Quantitative and/or qualitative training courses provided in the Methodology Institute, as agreed with supervisor.
Audit any course from the Department of Gender Studies menu:
GI403 Gender and Media Representation
GI407 Globalisation, Gender and Development
GI409 Gender, Globalisation and Development: An Introduction
GI410 Screening the Present: contemporary cinema and cultural critique
GI411 Gender, Postcolonialism, Development: Critical Perspectives and New Directions
GI413 Gender and Militarisation
GI499 Dissertation
GV4H3 Feminist Political Theory (H)
Audit of relevant courses on other Masters programmes with agreement of the supervisor

Transferable skills courses
Compulsory (not examined)
GI500 Doctoral Workshop: Department of Gender Studies

Year 2
Training courses
Optional (students should agree with their supervisor whether the courses taken will also be examined)
Quantitative and/or qualitative training courses provided in the Methodology Institute as agreed with supervisor
Audit any course from the Department of Gender Studies menu as above
Audit of relevant courses on other Masters programmes with agreement of the supervisor

Transferable skills courses
Compulsory (not examined)
GI500 Doctoral Workshop: Department of Gender Studies

Year 3
Training courses
Optional (students should agree with their supervisor whether the courses taken will also be examined)
Quantitative and/or qualitative training courses provided in the Department of Methodology and/or Department of Gender Studies as agreed with supervisor
Audit any course from the Department of Gender Studies menu as above.
Audit of relevant courses on other Masters programmes with agreement of the supervisor

Transferable skills courses
Compulsory (not examined)
GI500 Doctoral Workshop

Year 4
Training courses
Optional (examined/not examined):
Quantitative and/or qualitative training courses provided in the Methodology Institute, as agreed with supervisor
Audit any course from the Department of Gender Studies menu as above.
Audit of relevant courses on other Masters programmes with agreement of the supervisor

Transferable skills courses
Compulsory (not examined)
GI500 Doctoral Workshop: Department of Gender Studies

Progression and upgrade requirements
In the first year students will go through their Aims and Methods examination. This is held in the summer term and materials should be submitted by the end of the second week of summer term. Students submit a draft chapter and a research proposal for consideration by a panel of their supervisor and advisor (and occasional one other person with appropriate expertise). The research proposal follows a specific template and includes research objectives, the methodology and short research rationale. The nature of the chapter should be agreed with the supervisor. Both parts of the assessment focus on the student's own research and draw on material and debates engaged in GI424 and GI402 where relevant. Students must pass Aims and Methods before progressing to their second year. If unsuccessful at first sit, students have the opportunity to retake Aims and Methods once more at the end of September.
Research students make the transition from MPhil to PhD (Upgrading) by the end of the MT of their second year. In order to upgrade, students must have passed their Aims and Methods. For Upgrade students submit a detailed outline for their thesis (including the anticipated division into chapters), two substantive draft chapters (usually a literature review, methodology or introductory chapter, in discussion with supervisor), and a timetable for completion. The Upgrade is examined in a viva and the committee consists of the main and advisory supervisors and one other person who is not familiar with the student's work. Part-time student submissions are calculated pro-rata for both Aims and Methods and Upgrading.
Expectations for successful Aims and Methods and Upgrading:
• Satisfactory completion of materials for submission and appropriate academic presentation of the same
• Completion of compulsory courses, attendance and contribution to Doctoral Workshop
• Development of appropriate LSE courses in discussion with supervisor
Having successfully Upgraded you will have an annual review with your supervisor and advisor to ensure satisfactory progress.

MPhil/PhD in Government
Programme code: RPGV
Department: Government
(Programme withdrawn 2012/13. Last intake 2011/12)
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (not examined)
GV5X1 Research Design in Political Science

Optional (not examined/examined)
Relevant course(s) provided in the Methodology Institute agreed with supervisor.

Year 2
Training courses
Compulsory (not examined)
At least one workshop from the following (workshop content varies from year to year, but a typical profile includes workshops in political theory, institutional analysis and political economy, European politics and policy, rational choice, and comparative politics):

GV501 Doctoral Workshop: Political Theory
GV503 Political Philosophy Research Seminar
GV510 Ethnicity and Nationalism Research Workshop (withdrawn 2017/18)
GV513 Qualitative Methods in the Study of Politics
GV514 Political Science and Political Economy Doctoral Workshop
GV515 Researching People, Politics and Organisations (withdrawn 2017/18)
GV555 Political Economy and Public Policy Workshop

Presentation requirements: students are required to present at one of the workshops attended

Year 3
Training courses
Compulsory (not examined)
At least one workshop from the above (workshop content varies from year to year, but a typical profile includes workshops in political theory, institutional analysis and political economy, European politics and policy, rational choice, and comparative politics).

Year 4
Training courses
Compulsory (not examined)
At least one workshop from the above (workshop content varies from year to year, but a typical profile includes workshops in political theory, institutional analysis and political economy, European politics and policy, rational choice, and comparative politics).
Progression and upgrade requirements Year 1 - To be allowed to re-register for the second year, first year students are required to give a satisfactory account of the progress and future direction of their research. This should take the form of:
1. A short prospectus, of approximately 3,000 words, setting out the research question, initial theoretical ideas, how these ideas will be applied in empirical research or theoretical enquiry, and a fully referenced discussion of the location of the proposed thesis in relation to existing research, questions, and controversies.
2. A list of intended chapter headings, giving the hypothetical contents of the thesis, together with a short abstract of one paragraph and no more than a page of A4, which summarises, albeit tentatively, the argument, anticipated or hoped for empirical findings or theoretical conclusions of the prospective thesis.
3. One substantial piece of writing, which would normally be a draft chapter. The draft chapter should not be a literature review: it should be a forward looking piece dealing directly with the planned research.
A student is allowed to re-register if, in the opinion of the panel, there is a strong probability that the student will complete a PhD in the permitted time.
Year 2 - The annual review examines the progress made by the student and especially the likelihood of completion of a thesis of sufficient standard within the normal periods (four years for a full-time student and eight for a part-time one).
Year 3 - The annual review examines the progress made by the student and especially the likelihood of completion of a thesis of sufficient standard within the normal periods (four years for a full-time student and eight for a part-time one).

MPhil/PhD in Human Geography and Urban Studies

Programme code: RPHUGY
Department: Geography & Environment
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Route 1
Students with MSc Human Geography and Urban Studies (Research) will take the following specified courses:

Year 1
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Compulsory (examined)
1. Course(s) to the value of one unit from the list of options available on MSc Human Geography and Urban Studies.
2. Relevant advanced qualitative research methods course(s) to the value of one unit from the following:
   MY500 Fundamentals of Social Science Research Design (H)
   MY521 Qualitative Research Methods (H)
   M526 Doing Ethnography (H)
   MY527 Non-Traditional Data: New Dimensions in Qualitative Research (H)
   MY529 Special Topics in Qualitative Research: Introspection-based Methods in Social Research (H) (not available 2017/18)

Students who have completed MSc Human Geography and Urban Studies must take a different course(s) to those that they have already taken.

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training Courses
Optional (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Optional (not examined)
GY500 Research Project Seminar

Route 2
Students without MSc Human Geography and Urban Studies will take the following specified courses:

Year 1
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Compulsory (examined)
1. GY403 Contemporary Debates in Human Geography.
2. Courses to the value of a half unit from the options available on MSc Human Geography and Urban Studies (Research).

3. Relevant advanced qualitative research methods course(s) to the value of one unit from the following:
   MY500 Fundamentals of Social Science Research Design
   MY521 Qualitative Research Methods (H)
   MY526 Doing Ethnography (H)
   MY527 Non-Traditional Data: New Dimensions in Qualitative Research (H)
   MY529 Special Topics in Qualitative Research: Introspection-based Methods in Social Research (H) (not available 2017/18)

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 4
Training courses
Compulsory (not examined)
GY502 Staff/Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Progression and Upgrade requirements for both Routes 1 and 2
Once students are in the MPhil/PhD part of the programme, they will go through a First Year Progress Review taking place in the Summer Term of their first research year. This is Year 1 for students in the +3 programme and Year Two for students in the 1+3 programme. For the First Year Progress Review, the student submits a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress to the second year. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year (third year of the 1+3 programme). Progression is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.
All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. This is Year 2 for students in the +3 programme and Year Three for students in the 1+3 route. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion.
The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's main supervisor, review supervisor and a third member of staff with relevant expertise.
The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.
In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the relevant Doctoral Programme Director for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in International History

Programme code: RPIH
Department: International History
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (not examined)
HY501 International History Research Student Workshop

Year 2
Training courses
Optional (not examined)
HY509 International History Research Seminar
HY510 Cold War History Research Seminar

Year 3
Training courses
Optional (not examined)
HY509 International History Research Seminar
HY510 Cold War History Research Seminar

Year 4
Training courses
Optional (not examined)
HY509 International History Research Seminar
HY510 Cold War History Research Seminar
Progression and upgrade requirements
On being admitted, all students are formally registered for an MPhil. By 13 June (Week 8 Summer Term) of their first year (1 March of their second year for part-time students) they are required to submit three hardcopies of their dossier containing (1) the provisional title of their thesis, together with the provisional titles of their chapters; (2) a bibliography, setting out as comprehensively as possible the primary published and unpublished sources they intend to use, along with the books, articles, unpublished theses and other sources they will consult; (3) an historiographical essay, evaluating the contributions of other scholars to their subject, and indicating clearly how their own thesis will contribute to it; and (4) a draft chapter of approximately 10,000 words based largely upon primary sources. The dossier will be read by three members of the Department , and students will

be required to undergo a 20-30 minute viva. After the viva you will be informed of the outcome and will receive a joint report from the panel. If the Committee deems the dossier/viva satisfactory, the Department will recommend the student for transfer of registration from MPhil to PhD status. If it is less than satisfactory it will be examined by the Committee who will determine whether the student should be allowed to resubmit revised upgrade materials, which may be permitted once. The review and viva process is designed to determine whether the student is likely to meet the requirements of a PhD, and whether the chosen topic is suitable for a doctoral dissertation.

MPhil/PhD in International Relations

Programme code: RPIR
Department: International Relations
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (not examined)
IR501 Methods in International Relations Research
IR509 International Relations Research Design Seminar

Year 2 Training courses compulsory (not examined)
IR509 International Relations Research Design Seminar (second-year workshops)

Optional (examined/not examined)
The subject workshops offered by the International Relations Department comprise international relations theory; security and statecraft; international institutions, law and ethics; international political economy; Asia-Pacific; and the Middle East.
Relevant courses provided by the Methodology Institute and agreed with supervisor, including:
MY400 Fundamentals of Social Science Research Design
MY521 Qualitative Research Methods
MY551M **or** MY551L Introduction to Quantitative Analysis (H)
MY552M ***or*** MY552L Applied Regression Analysis (H)
MY555 Multivariate Analysis and Measurement
MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)
MY599 Methodology Institute Seminar
MY530 Advanced Qualitative Analysis Workshops
MY591 Computer Packages for Qualitative Analysis

Transferable skills courses
MY592 Workshop in Information Literacy: finding, managing and organising published research and data (Year 1)
Progression and upgrade requirements Early in the Summer Term first- and second-year research students will have their progress reviewed by a Research Panel. They may also be held at the end of the third or subsequent years of registration at the request of a supervisor or student. Supervisors will not attend Research Panels but will provide reports on progress. Panel members may attend student presentations at the Research Design Seminar (IR509). Students are expected for the first Panel to submit an outline of their proposed research and one draft chapter. Students who are deemed not to have made satisfactory progress will either be refused permission to re-register or will be required by the Research Panel to produce written work over the summer as a condition for re-registration in the autumn. In the event of conditions to re-registration being set, a further Research Panel may be reconvened in the September prior to re-registration.
For the second Panel, which will decide on the question of upgrading from MPhil to PhD, students will be expected to submit two additional draft chapters. The two chapters should be substantially new work, but may include revised material from year one. Students who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally have re-registration made conditional on further progress (details to be decided by the Panel) or may, exceptionally, be prohibited from re-registering.

MPhil/PhD in Law

Programme code: RPLL
Department: Law
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory
1. LL500 Doctoral Research Seminar
2. Law Department lunchtime seminar series
3. One other relevant course offered by any department or other unit within the School

Year 2
Training courses
Compulsory (not examined)
Minimum of three workshops of MY530 Advanced Qualitative Analysis Workshops

Optional (not examined)
Staff Seminar Series

Year 3
Training courses
Compulsory (not examined)
PhD lunchtime seminar series

Optional (not examined)
Staff Seminar Series

Year 4
Transferable skills courses
Optional (not examined)
Staff Seminar Series
Progression and upgrade requirements
Upgrade to PhD takes place at the end of the first year, progression being conditional on submission of a satisfactory statement of the research question and a satisfactory sample chapter towards the end of the Summer Term.

MPhil/PhD in Law (Socio-Legal Theory)

Programme code: RPLLSL
Department: Law
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory
1. LL500 Doctoral Research Seminar
2. LL4L5 Socio-Legal Theory and Practice
3. Law Department lunchtime seminar series
4. One relevant course selected from those offered by the Department for Methodology

Year 2
Training courses
Compulsory (not examined)
Minimum of three workshops of MY530 Seminar in Advanced Qualitative Analysis

Optional (not examined)
Staff Seminar Series and PhD Seminar Series

Year 3
Training courses
Optional (not examined)
Staff Seminar Series and PhD Seminar Series

Year 4
Transferable skills courses
Optional (not examined)
Staff Seminar Series

Progression and upgrade requirements
Upgrade to PhD takes place at the end of the first year, progression being conditional on submission of a satisfactory statement of the research question and a satisfactory sample chapter towards the end of the Summer Term.

MPhil/PhD in Management

Programme codes: RPMG
Department: Management
For students entering in or after the academic year 2012/13.
(Programme withdrawn 2017/18. Last intake 2016/17)
The Department of Management offers an MPhil/PhD Management programme with five tracks:

MPhil/PhD in Management: Business Economics *(withdrawn 17/18)*
MPhil/PhD in Management: Employment Relations and Organisational Behaviour *(withdrawn 17/18)*
MPhil/PhD in Management: General Management *(withdrawn 17/18)*
MPhil/PhD in Management: Information Systems and Innovation *(withdrawn 17/18)*
MPhil/PhD in Management: Management Science *(withdrawn 17/18)*
These are offered either within the Department or one of the its Academic Groups (Employment Relations and Organisational Behaviour, Information Systems and Innovation, Management Science).
(H) = half unit

Guidelines for interpreting programme regulations
Business Economics Track
Programme code: RPMGBE
(Track withdrawn 2017/18. Last intake 2016/17)

Year 1
Training courses
Compulsory (examined)
Full course unit Research Paper
EC441 Microeconomics for MRes Students
MG411 Firms and Markets (students who have already taken MG411 should discuss alternatives with the programme director)
One of the below:
EC532 International Economics for Research Students
EC533 Labour Economics for Research Students
EC536 Economics of Industry for Research Students
EC537 Microeconomic Theory for Research Students
FM502 Theories of Finance
FM503 Empirical Finance

Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 2
Transferable skills courses
Optional (not examined) Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 3
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 4
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Employment Relations and Organisational Behaviour Track
Programme code: RPMGER
(Track withdrawn 2017/18. Last intake 2016/17)

Year 1
Training courses
Compulsory (examined)
Research Paper (full unit)
MG501 Employment Relations and Organisational Behaviour Seminar (not available 2017/18)
1.5 units from the following:
MY551 Introduction to Quantitative Analysis (H)
MY552 Applied Regression Analysis (H)
Or MG461 Quantitative Analysis in Management (H)
MG462 Qualitative Analysis in Management (H)
MY500 Fundamentals of Social Science Research Design (H)
MY521 Qualitative Research Methods (H) **or** MG462 Qualitative Analysis in Management (H)
Students may take alternative methods courses if more suitable to their research project or prior background as agreed with their supervisor and programme director. However, it is intended that students should graduate with knowledge of both quantitative and qualitative research methods.
1.5 units from the following:
MG414 Designing and Managing Change in the Public Sector (withdrawn 2017/18)
MG426 Organisations in the Economy and Society (withdrawn 2017/18)
MG436 Firms, Markets and Crises (H) (not available 2017/18)
MG473 Negotiation Analysis (H)
MG474 Managing Diversity in Organisations (H) (withdrawn 2017/18)
MG476 Corporate Social Responsibility and International Labour Standards (H) (not available 2017/18)
MG478 Globalisation and Human Resource Management (H)
MG4D2 International Employment Relations (H)
MG4B7 Organisational Change (H)
MG4D1 International and Comparative Human Resource Management (H) (not available 2017/18)
MG4D4 Cross Cultural Management (H)
** Recommended for PhDs with a strong OB content
Students may also take appropriate MSc level courses from within DoM or from another department as agreed with their supervisor and programme director.

Year 2
Training courses
Compulsory (not examined):
MG501 Employment Relations and Organisational Behaviour Seminar (not available 2017/18)

Year 3
Training courses
Compulsory (not examined):
MG501 Employment Relations and Organisational Behaviour Seminar (not available 2017/18)

Year 4
Training courses
Compulsory (not examined):
MG501 Employment Relations and Organisational Behaviour Seminar (not available 2017/18)

General Management Track
Programme code: RPMGGM
(Track withdrawn 2017/18. Last intake 2016/17)
For all students in Years 1 to 4
MG504 General Management PhD research seminar (withdrawn 2017/18)
Quantitative Approaches (for students with prior statistics background)

Year 1
Training courses
Compulsory (examined)
Full Unit Research Paper
1.5 units from the following:
MY552 Applied Regression Analysis (H)
MG461 Quantitative Analysis in Management (H)
MG462 Qualitative Analysis in Management (H)
1.5 units from the following:
MG414 Designing and Managing Change in the Public Sector (withdrawn 2017/18)
MG426 Organisations in the Economy and Society (withdrawn 2017/18)
Management optional course or optional course from another department as agreed with supervisor and programme director.

Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 2
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 3
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 4
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Quantitative Approaches (for students with no prior statistics background)

Year 1
Training courses
Compulsory (examined)
Full Unit Research Paper
1.5 units from the following:
MY551 Introduction to Quantitative Analysis (H)
MY552 Applied Regression Analysis (H)
Or MG461 Quantitative Analysis in Management (H)
MG462 Qualitative Analysis in Management (H)
1.5 units from the following:
MG414 Designing and Managing Change in the Public Sector (withdrawn 2017/18)
MG426 Organisations in the Economy and Society (withdrawn 2017/18)
Management optional course or optional course from another department as agreed with supervisor and programme director.

Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 2
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 3
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 4
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Qualitative Approaches
Year 1
Training courses
Compulsory (examined)
Full unit Research Paper
1.5 units from the following:
MY500 Fundamentals of Social Science Research Design (H)
MY521 Qualitative Research Methods (H) or MG462 Qualitative Analysis in Management (H)
MY551 Introduction to Quantitative Analysis (H) or MG461 Quantitative Analysis in Management (H)
1.5 units from the following:
MG414 Designing and Managing Change in the Public Sector (withdrawn 2017/18)
MG426 Organisations in the Economy and Society (withdrawn 2017/18)
Management optional course or optional course from another department as agreed with supervisor and programme director.

Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 2
Transferable skills courses
Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 3
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 4
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Information Systems and Innovation Track
Programme code: RPMGIS
(Track withdrawn 2017/18. Last intake 2016/17)

Year 1
Training courses
Compulsory (examined)
Full Unit Research Paper MG502 Foundations of Social Research in Information Systems: Paradigms and Traditions (H) (not available 2017/18)
MG503 Interpretations of Information (H) (not available 2017/18)
Half unit course from Department of Management or other department, subject to approval from the supervisor and the Research Chair. The option would normally be an advanced level postgraduate course in an area that would contribute to their understanding or approach to the thesis topic.
MY500 Fundamentals of Social Science Research Design (H)
MY521 Qualitative Research Methods (H)
MY552 Applied Regression Analysis (H)

Transferable skills courses
Compulsory (not examined)
MG500 Information Systems PhD Seminar Series and Workshops (students are expected to attend each term and present at least once a year)

Optional (not examined)
PhD Seminar Series
Faculty Research Seminars

Year 2
Transferable skills courses
Compulsory (not examined)
MG500 Information Systems PhD Seminar Series and Workshops (students are expected to attend each term and present at least once a year)

Optional (not examined)
PhD Seminar Series
Faculty Research Seminars

Year 3
Transferable skills courses
Compulsory (not examined)
MG500 Information Systems PhD Seminar Series and Workshops (students are expected to attend each term and present at least once a year)

Optional (not examined)
PhD Seminar Series
Faculty Research Seminars

Year 4
Transferable skills courses
Compulsory (not examined)
MG500 Information Systems PhD Seminar Series and Workshops (students are expected to attend each term and present at least once a year)

Optional (not examined)
PhD Seminar Series
Faculty Research Seminars

Management Science Track
Programme code: RPMGMS
(Track withdrawn 2017/18. Last intake 2016/17)

Year 1
Training courses
Compulsory (examined)
Full Unit Research Paper
MA408 Discrete Mathematics and Graph Theory (H)
1.5 units from the following:
MG409 Auctions and Game Theory (H)
MG455 Consumer Insights II: Judgement and Decision Making (H) (not available 2017/18)
MA402 Game Theory I (H)
MA407 Algorithms and Computation (H)
MA409 Continuous-Time Optimisation (H)
MA411 Probability and Measure (H)
MA412 Functional Analysis and its Applications (H)
MA418 Preferences, Optimal Portfolio Choice, and Equilibrium
ST405 Multivariate Methods (H)
ST409 Stochastic Processes (H)
ST411 Generalized Linear Modelling and Survival Analysis (H)
ST418 Non-Linear Dynamics and the Analysis of Real Time Series (H)
ST422 Time Series (H)
An Department of Management, LSE, University of London, or London Taught Course Centre (LTCC), or National Taught Course Centre in Operational Research (NATCOR) courses that are relevant and at an appropriate level, with the approval of the Programme Director.

Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 2
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 3
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year 4
Transferable skills courses
Optional (not examined)
Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Progression and upgrade requirements (all tracks)
Students will normally be required to pass their first year modules with Merit or above in order to progress to the second year.
The research paper must be submitted in the autumn of the second year for the upgrade decision. The panel will decide

whether to upgrade the student to PhD status by the end of MT, or require them to 'revise and resubmit', with continued advice from the supervisor, by the end of March. A final decision would then be made.

MPhil/PhD in Management Science

(formerly MPhil/PhD Operational Research)

Programme code: RPMS

Department: Management

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Training Courses and Seminars There are no prescribed courses for all research students. Your supervisor will discuss with you your experience and background and will advise you or require you to take courses as appropriate. These would normally be taken in your first year of registration as a research student.
Students would be expected to be active participants in the Group's Research Seminar Series and, where appropriate to their research, with the Mathematical Programming Study Group Seminar Series held in conjunction with the Operational Research Society.
Normally research students are expected, under the guidance of their supervisor, to present their work and findings to the whole Group every summer in a session devoted to that purpose.
Students engaged in preparing the final draft of their thesis are exempted from this requirement.
Methodological Training You will work closely with your principal supervisor, who will provide advice and guidance. You will also have the opportunity to take advantage of research methodology courses provided by the Methodology Institute and the academic and professional development programme offered by the Teaching and Learning Centre.
Upgrading to PhD
The review to upgrade to the PhD normally takes place within two years of full time registration. Progress is assessed by the first and/or second supervisor in consultation with the PhD programme director and another expert in the field of the research undertaken by the student. If satisfactory progress has been made, the programme director will recommend that registration be upgraded to PhD status.

Targets for Progress
Year 1 - Successful completion of any taught courses required
Year 2 - Upgrade to PhD
Year 3 - Completion of research and thesis
Year 4 - Completion of research and thesis

MPhil/PhD in Mathematics

Programme code: RPMA

Department: Mathematics

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses - Compulsory (not examined) Courses designed for research students in Mathematics, chosen in consultation with their lead supervisor. Discrete Mathematics and Algorithms and Game Theory students will attend four courses organised by the London Taught Course Centre (www.ltcc.ac.uk), but there are separate arrangements for students in Financial Mathematics, where courses are provided by the London Graduate School in Mathematical Finance (www.londonmathfinance.org.uk). Students also have the option of attending or auditing LSE Taught Masters modules, where appropriate.

Transferable skills courses - Compulsory (not examined)
MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation
MA501 Research Student Seminar - students to attend and to make presentations.

Optional (not examined)
MA422 Research Topics in Financial Mathematics

Year 2
Training courses - Optional (not examined)
Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance

Transferable skills courses - Compulsory (not examined)
MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation
MA501 Research Student Seminar

Optional (not examined)
MA422 Research Topics in Financial Mathematics

Year 3
Training courses - Optional (not examined)
Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance

Transferable skills courses - Compulsory (not examined)
MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation
MA501 Research Student Seminar

Optional (not examined)
MA422 Research Topics in Financial Mathematics

Year 4
Training courses - Optional (not examined)
Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance

Transferable skills courses - Compulsory (not examined)
MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation
MA501 Research Student Seminar

Optional (not examined)
MA422 Research Topics in Financial Mathematics
Teaching opportunities All students are offered the opportunity to teach for the department, subject to a successful interview and language requirements.

Progression and upgrade requirements
Students are initially registered for the MPhil, and will be able to upgrade to PhD registration during their second year, dependent on satisfactory progress. Progress is assessed regularly by the student's supervisors, in consultation with the Doctoral Programme Director, on the basis of the extent to which the agreed research goals have been achieved. Any upgrade is dependent on the successful completion of a Major Review, the date of which is determined by the Doctoral Programme Director in consultation with the lead supervisor.

MPhil/PhD in Media and Communications

Programme code: RPME
Department: Media & Communications
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (examined)
MC408/418 Theories and Concepts in Media and Communications I and II (for students without the appropriate background)
MC5M2 Advanced Methods of Research in Media & Communications (includes MY551 Introduction to Quantitative Analysis and MY552 Applied Regression Analysis). By agreement, the Methodology Institute components (MY551 and/or MY552) can be replaced by other, more advanced, statistics courses or an advanced qualitative course taught at the Methodology Institute. At least one half-unit course of statistics needs to be included.

Optional (examined/not examined)
Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses
Compulsory (not examined)
MC500 Research Seminar for Media, Communications and Culture
Annual Departmental PhD Symposium

Optional (not examined)
LN988 Thesis Writing course
Modern Foreign Language courses offered by the Language Centre
Other graduate seminars of relevance to research subject

Presentation requirements
At least one presentation annually at MC500 Research Seminar for Media, Communications and Culture

Year 2
Training courses
Optional (examined/not examined)
Either MY530 Advanced Qualitative Analysis Workshops (H) ***or***
MY555 Multivariate Analysis and Measurement (H)
MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)
ST416 Multilevel Modelling (H)
Other graduate courses relevant to research subject and agreed with supervisor

Transferable skills courses
Compulsory (not examined)
MC500 Research Seminar for Media, Communications and Culture
Annual Joint PhD Symposium for Second Years and above, at Goldsmiths, Westminster and City

Optional (not examined)
Other graduate seminars of relevance to research subject

Year 3
Transferable skills courses
Optional (not examined)
MC500 Research Seminar for Media, Communications and Culture

Year 4
Students are expected to complete their research

Progression and upgrade requirements
Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by 1 June in their first year (part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with the Methods (MC5M2) and Theories & Concepts (MC408/418) examinations, this paper will form part of the evaluation process, and, together with an oral examination based on the Thesis Proposal, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year.

MPhil/PhD in New Media, Innovation and Literacy

Programme code: RPMEIL
Department: Media & Communications
These regulations apply to students entering in or before the 2016/17 academic year.
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Plus
MC5M2 Advanced Methods of Research in Media & Communications (includes MY551 Introduction to Quantitative Analysis and MY552 Applied Regression Analysis). By agreement, the Methodology Institute components (MY551 and/or MY552) can be replaced by other, more advanced, statistics courses or an advanced qualitative course taught at the Methodology Institute. At least one half-unit course of statistics needs to be included.

Optional (examined/not examined)
Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses
Compulsory (not examined)
MC500 Research Seminar for Media, Communications and Culture
Annual Departmental PhD Symposium

Optional (not examined)
CLT04 Digital Literacy
LN988 Thesis Writing course
Modern Foreign Language courses offered by the Language Centre
Other graduate seminars of relevance to research subject

Presentation requirements
At least one presentation annually at MC500 Research Seminar for Media, Communications and Culture

Year 2
Training courses
Optional (examined/not examined)
Either MY530 Advanced Qualitative Analysis Workshops (H) or
MY555 Multivariate Analysis and Measurement (H)
MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)
ST416 Multilevel Modelling (H)
Other graduate courses relevant to research subject and agreed with supervisor

Transferable skills courses
Compulsory (not examined)
MC500 Research Seminar for Media, Communications and Culture
Annual Joint PhD Symposium for Second Years and above, at

Goldsmiths, Westminster and City

Optional (not examined)
Other graduate seminars of relevance to research subject

Year 3
Transferable skills courses
Optional (not examined)
MC500 Research Seminar for Media, Communications and Culture

Year 4
Students are expected to complete their research

Progression and upgrade requirements
Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by 1 June in their first year (part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with the examinations in Methods (MC5M2) and the other two chosen compulsory first year courses from the list above, this paper will form part of the evaluation process, and, together with an oral examination based on the Thesis Proposal, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year.

MPhil/PhD in Philosophy

Programme code: RPPH
Department: Philosophy, Logic and Scientific Methods
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor. All programmes of study should be agreed with the supervisor at the start of the year.

Year 1
Training courses
Compulsory (examined/not examined)
PH501 Philosophical Problems Seminar
Students who have never taken a paper in formal logic at degree must take PH502 Reasoning and Logic (examined).
Students who have already taken a formal logic course should choose one further MSc course not already taken as part of an MSc degree. Students can either decide to be examined in this course or instead choose to write two assessed essays, one at the end of each of the first two terms. This with the exception of students who choose PH419 Set Theory and Further Logic, in which case the examination is compulsory.
Either a further MSc course (again one not taken as part of the MSc course) plus one term unit of PhD level seminars. The seminars on offer are PH551 Research Seminar in Philosophy of Natural Sciences, PH555 Research Seminar in the Philosophy of Economics and Social Sciences or PH500 Research Methods in Philosophy. If students choose to take a further MSc course, they can either decide to be examined or instead choose to write two assessed essays, one at the end of each of the first two terms. PhD level seminars are not examined and assessment is solely based on essays.
Or three term units of PhD level seminars with associated coursework. Taking three term units means that students can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms. Seminars must be taken with associated course work.

Optional (not examined)
Transferable skills courses offered by the Teaching and Learning Centre or the Methodology Institute.

Year 2
Training courses
Optional (not examined)
PH551 Research Seminar in the Philosophy of Natural Sciences
PH555 Research Seminar in the Philosophy of Economics and Social Sciences
PH500 Research Methods in Philosophy

Optional (examined/not examined) Transferable skills courses offered by the Teaching and Learning Centre or the Methodology Institute.

Year 3
Training courses
Optional (not examined)
PH551 Research Seminar in the Philosophy of Natural Sciences
PH555 Research Seminar in the Philosophy of Economics and Social Sciences
PH500 Research Methods in Philosophy

Optional (examined/not examined)
Transferable skills courses offered by the Teaching and Learning Centre or the Methodology Institute.

Year 4
Training courses
Optional (not examined)
PH551 Research Seminar in the Philosophy of Natural Sciences
PH555 Research Seminar in the Philosophy of Economics and Social Sciences
PH500 Research Methods in Philosophy

Optional (examined/not examined)
Transferable skills courses offered by the Teaching and Learning Centre or the Methodology Institute.

Progression and upgrade requirements
Successful completion of work required for each year is a necessary condition for re-registration in the following year; and for upgrading from MPhil to PhD status. During the first year students must write a first chapter of the thesis as well as an outline (research plan) of the rest of the thesis. The chapter should be around 40 pages; the research plan around 10 pages. Both have to be handed in to the Departmental Office by 1 September. This upgrading will normally take place after the successful completion of Year 1 requirements in Case A, and after the successful completion of Year 2 requirements in Case B. In both cases once you are registered for the PhD that registration will be backdated to the start of your MPhil/PhD studies.

MPhil/PhD in Philosophy of the Social Sciences

Programme code: RPPHSS
Department: Philosophy, Logic and Scientific Methods
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor. All programmes of study should be agreed with the supervisor at the start of the year.

Year 1
Training courses
Compulsory (examined/not examined)
1. MY551 Introduction to Quantitative Analysis
2. MY552 Applied Regression Analysis
3. MY521 Qualitative Research Methods
4. Either PH419 Set Theory and Further Logic (if students have previous logic training) or PH502 Reasoning and Logic (if no logic training)
5. PH458 Evidence and Policy (H)
6. Students also attend a Research Seminar in the Department

Year 2
Training courses
Compulsory (examined)
7. MY555 Multivariate Analysis and Measurement
8. MY500 Fundamentals of Social Science Research Design

Year 3 and 4
Completion of the thesis.

Progression and upgrade requirements
Successful completion of work required for each year is a necessary condition for re-registration in the following year; and for upgrading from MPhil to PhD status. During the first year students must write a first chapter of the thesis as well as an outline (research plan) of the rest of the thesis. The chapter should be around 40 pages; the research plan around 10 pages. Both have to be handed in to the Departmental Office by 1 September. This upgrading will normally take place after the successful completion of Year 1 requirements. Once you are registered for the PhD that registration will be backdated to the start of your MPhil/PhD studies.

MPhil/PhD in Psychological and Behavioural Science

(formerly MPhil/PhD in Social Psychology)
Programme code: RPPB
Department: Psychological and Behavioural Science
These regulations apply to students entering in or after the 2017/18 academic year.
The MPhil/PhD programme includes taught courses on both methodology and theory. The precise courses students are required to attend varies and exemptions may apply depending on prior experience and qualifications. These matters should be discussed and agreed with the supervisor in the first formal supervision meeting.

* Students also take the unassessed course PS443A Psychological and Behavioural Science.

Transferable skills courses
Compulsory (not examined)
PS950 Current Research in Social Psychology

Optional (examined/not examined) Students can take further optional courses which they should discuss with their supervisor **(students should agree with their supervisor whether the courses taken will also be examined)**

Year 2
Training courses
Compulsory (students should agree with their supervisor whether the courses taken will also be examined): Quantitative pathway
MY452M ***or*** MY452L Applied Regression Analysis (H) (if MY421 taken in Year 1)
MY455 Multivariate Analysis and Measurement (H) (if MY452 taken in Year 1)

Qualitative pathway
MY455 Multivariate Analysis and Measurement (H)

Combined pathway
MY452M ***or*** MY452L Applied Regression Analysis (H) (if MY421 taken in Year 1)
MY455 Multivariate Analysis and Measurement (H) (if MY452 taken in Year 1)
MY456 Survey Methodology (H) (if MY455 taken in Year 1)
MY455 Multivariate Analysis and Measurement (H)

Optional (examined/not examined) Students can take further optional courses which they should discuss with their supervisor **(students should agree with their supervisor whether the courses taken will also be examined)**

Transferable skills courses
Compulsory (not examined)
PS950 Current Research in Social Psychology

Optional (examined/not examined)
Students can take further optional courses which they should discuss with their supervisor **(students should agree with their supervisor whether the courses taken will also be examined).**

Year 3
Training courses
Compulsory (examined/not examined)
Students can take further compulsory courses which they should discuss with their supervisor (**students should agree with their supervisor whether the courses taken will also be examined):**
Optional (examined/not examined) Selection of courses taken at more advanced level than those in Years 1 and 2

Transferable skills courses
Compulsory (not examined)
PS950 Current Research in Social Psychology

Year 4
Training courses
Students can take further courses following discussion with their supervisor.

Transferable skills courses
Compulsory (not examined)
PS950 Current Research in Social Psychology

Optional (examined/not examined)
Students can take further optional courses which they should discuss with their supervisor

Progression and upgrade requirements
The first year Extended Essay and the second year Upgrade chapters (see below) are examined by a three-person thesis committee, which includes the student's supervisor, as well as two other academic colleagues.

Targets for progress
Year 1 - Extended Essay of 6,000 words, submitted on first day of Lent Term.
Year 2 - Upgrade viva. Two draft chapters of 10,000 words each (total of 20,000 words), submitted on first day of Lent Term. These chapters form the basis of an oral examination by three person thesis committee usually four to six weeks after submission. Success in this examination results in upgrade from MPhil to PhD status.
Year 3 - Completed first draft by end of three years.

Teaching experience
Graduates will usually gain some teaching experience and have had the opportunity to develop teaching skills.

MPhil/PhD in Regional and Urban Planning Studies

Programme code: RPRP
Department: Geography & Environment
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (not examined)

GY502 Staff/Research Students Seminar

Compulsory (examined)
1. Courses to the value of one unit from the list of options on the relevant MSc degrees
2. Relevant advanced research method courses to the value of one unit from the following:
   GY428 Applied Quantitative Methods (H)
   GY460 Techniques of Spatial Economic Analysis (H)
   MY500 Fundamentals of Social Science Research Design (H)
   MY521 Qualitative Research Methods (H)
   MY526 Doing Ethnography (H)
   MY527 Non-Traditional Data: New Dimensions in Qualitative Research (H)
   MY529 Special Topics in Qualitative Research: Introspection-based Methods in Social Research (H) (not available 2017/18)
   MY556 Survey Methodology (H)
   MY557 Casual Inference for Observational and Experimental Studies (H)
   MY559 Special Topics in Quantitative Analysis: Quantitative Text Analysis (H)

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Compulsory (not examined)
GY502 Staff / Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Year 3
Training courses
Compulsory (not examined)
GY502 Staff / Research Students Seminars

Transferable skills courses
Compulsory (not examined)
GY500 Research Project Seminar

Progression and upgrade requirements
Students on the MPhil/PhD programme will go through a First Year Progress Review taking place in the Summer Term of their first research year. For the First Year Progress Review, the student submits a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress to the second year. There is provision for a second Supplementary Review, in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.
Research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's main supervisor, review supervisor and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.
In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the relevant Doctoral Programme Director for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

MPhil/PhD in Social Policy
Programme code: RPSA
Department: Social Policy
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Optional (not examined)
If not already taken previously:
SA451 Social Policy Research
MY400 Fundamentals of Social Science Research Design (H)
MY521 Qualitative Research Methods (H)
MY551M **or** MY551L Introduction to Quantitative Analysis (H)

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Transferable skills courses
Compulsory (not examined)
SA550 Research Student Seminar

Optional (not examined) Relevant courses provided by the Library, Teaching and Learning Centre and Methodology Institute

Year 2
Training courses
Optional (not examined)
MY552M ***or*** MY552L Applied Regression Analysis (H)
MY555 Multivariate Analysis and Measurement (H)

Transferable skills courses
Optional (not examined)
SA550 Research Student Seminar

Year 3
Transferable skills courses
Optional (not examined)
SA550 Research Student Seminar

Year 4
Transferable skills courses
Optional (not examined)

SA550 Research Student Seminar

Progression and Upgrade requirements Each student is required to undertake Major Review in the summer term of their first year (second year for part-time students). For Major Review they must submit a 10,000 word document with a detailed thesis proposal, their research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. They are interviewed on this document by senior staff who make the decision on upgrading.
Each year post-Major Review, every student is expected to submit a 1,000 to 2,000 word progress report, approved by supervisors, to the Doctoral Programme Director(s).
Each pre-Major Review student is expected to make a presentation on their proposed research to the SA550 seminar prior to the submission of their major review document and to address issues raised by the Doctoral Programme Director(s).

MPhil/PhD in Social Psychology

Programme code: RPPS
Department: Psychological and Behavioural Science
These regulations apply to students entering in or before the 2016/17 academic year.
The MPhil/PhD programme includes taught courses on both methodology and theory. The precise courses students are required to attend varies and exemptions may apply depending on prior experience and qualifications. These matters should be discussed and agreed with the supervisor in the first formal supervision meeting.

* Students also take the unassessed course PS443A Psychological and Behavioural Science.

Transferable skills courses
Compulsory (not examined)
PS950 Current Research in Social Psychology

Optional (examined/not examined) Students can take further optional courses which they should discuss with their supervisor **(students should agree with their supervisor whether the courses taken will also be examined)**

Year 2
Training courses
Compulsory (students should agree with their supervisor whether the courses taken will also be examined): Quantitative pathway
MY452M ***or*** MY452L Applied Regression Analysis (H) (if MY421 taken in Year 1)
MY455 Multivariate Analysis and Measurement (H) (if MY452 taken in Year 1)

Qualitative pathway
MY455 Multivariate Analysis and Measurement (H)

Combined pathway
MY452M ***or*** MY452L Applied Regression Analysis (H) (if MY421 taken in Year 1)
MY455 Multivariate Analysis and Measurement (H) (if MY452 taken in Year 1)
MY456 Survey Methodology (H) (if MY455 taken in Year 1)
MY455 Multivariate Analysis and Measurement (H)
Optional (examined/not examined) Students can take further optional courses which they should discuss with their supervisor **(students should agree with their supervisor whether the courses taken will also be examined)**

Transferable skills courses
Compulsory (not examined)
PS950 Current Research in Social Psychology

Optional (examined/not examined)
Students can take further optional courses which they should discuss with their supervisor **(students should agree with their supervisor whether the courses taken will also be examined).**

Year 3
Training courses
Compulsory (examined/not examined)
Students can take further compulsory courses which they should discuss with their supervisor (**students should agree with their supervisor whether the courses taken will also be examined):**
Optional (examined/not examined)
Selection of courses taken at more advanced level than those in Years 1 and 2

Transferable skills courses
Compulsory (not examined)
PS950 Current Research in Social Psychology

Year 4
Training courses
Students can take further courses following discussion with their supervisor.

Transferable skills courses
Compulsory (not examined)
PS950 Current Research in Social Psychology

Optional (examined/not examined)
Students can take further optional courses which they should discuss with their supervisor

Progression and upgrade requirements
The first year Extended Essay and the second year Upgrade chapters (see below) are examined by a three-person thesis committee, which includes the student's supervisor, as well as two other academic colleagues.

Targets for progress
Year 1 - Extended Essay of 6,000 words, submitted on first day of Lent Term.
Year 2 - Upgrade viva. Two draft chapters of 10,000 words each (total of 20,000 words), submitted on first day of Lent Term. These chapters form the basis of an oral examination by three person thesis committee usually four to six weeks after submission. Success in this examination results in upgrade from MPhil to PhD status.
Year 3 - Completed first draft by end of three years.

Teaching experience
Graduates will usually gain some teaching experience and have had the opportunity to develop teaching skills.

MPhil/PhD in Social Research Methods

Programme code: RPMI
Department: Methodology
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Optional (students should agree with their supervisor whether the courses taken will also be examined)
A selection of:
MY400 Fundamentals of Social Science Research Design (H)
MY521 Qualitative Research Methods (H)
MY551M ***or*** MY551L Introduction to Quantitative Analysis (H)
MY552M ***or*** MY552L Applied Regression Analysis (H)

MY555 Multivariate Analysis and Measurement (H)
MY556 Survey Methodology (H) MY557 Causal Inference for Observational and Experimental Studies (H)
MY570 Computer Programming (H)
MY572 Data Structures, Databases and Data Sharing (H) (not available 2017/18)
MY573 Managing and Visualising Data (H)
A typical selection would be to take MY400, MY521, MY552 and MY555 in the first year, but students may be excused from some or all of them if they have previously taken graduate-level courses covering the same material. Students who use quantitative methods in their research, are also encouraged to take MY559 in their first or second year. The courses they take may also include ones from other institutes or departments at LSE, dependent on their needs.

Transferable skills courses
Compulsory (not examined)
MY599 Department of Methodology Seminar

Year 2
Transferable skills courses
Compulsory (not examined)
MY599 Department of Methodology Seminar

Year 3
Transferable skills courses
Compulsory (not examined)
MY599 Department of Methodology Seminar

Year 4
Transferable skills courses
Compulsory (not examined)
MY599 Department of Methodology
Progression and upgrade requirements In the Summer Term of their first year, candidates will produce a 10,000 word 'first year review' that outlines the aims and methods of their thesis: this means summarising the key literature(s), motivating their specific research questions, and highlighting the planned contributions of their work. A first year review document typically includes a general introduction, a comprehensive literature review (covering relevant empirical and theoretical work), a motivation of the research questions and hypotheses, and an indication of the literature(s) that the candidate is seeking to contribute to (i.e. the gaps in knowledge that will be addressed). Candidates will also give an oral presentation of their proposal at the Department of Methodology PhD day.
Written and oral work will be assessed by two academics (not on the supervisory team), normally members of Department of Methodology staff. This work has to reach an acceptable standard to enable them to progress to the second year. It is particularly important that the first year review clearly states the objectives of the doctoral research ands indicate how the empirical work will be carried out. If the panel deems the first year review to be not suitably clear, they can choose not to accept the submitted document and give the candidate up to a month to clarify. This decision will be taken maximum one week after the Department of Methodology PhD Day. Examples of unclear work might include (but not be limited to):
• A first year review that does not state clear research questions;
• A first year review that does not adequately review the specific literatures that the empirical work is contributing to;
• A first year review that does not give enough methodological detail, showing how the design will produce data that allows the candidate to address the theoretical issues at stake in a systematic and rigorous way.
After the first year candidates will spend more time on independent study under the guidance of their supervisor(s). This will involve the collection, organization and analysis of data, and writing up the results. During their second year of registration, they will typically submit three (minimum) draft chapters of their thesis plus a short introduction and a detailed plan for its completion. The three draft chapters will typically include a detailed literature review, specification of research problem(s) and two empirical chapters. If candidates are pursuing a paper-based thesis, their upgrading documents will typically include a short introduction, a literature review and at least two empirical papers. Whether a traditional or paper-based thesis, the material will be evaluated by an upgrading committee (two academics, not necessarily of the MI or even the LSE) who will recommend transferral to PhD registration if their work is judged to be of sufficient quality and quantity.
Throughout the MPhil/PhD and PhD, candidates will attend the Institute's research seminar and other specialist workshops and seminars related to their interests. The student must present at every Department of Methodology PhD day.

MPhil/PhD in Sociology

Programme code: RPSO
Department: Sociology
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Compulsory (examined)
SO500 Research Class for 1st year MPhil Students
Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

Optional (examined)
MY400 Fundamentals of Social Science Research Design (H)
MY521 Qualitative Research Methods (H)
MY551M ***or*** MY551L Introduction to Quantitative Analysis (H)
MY552M ***or*** MY552L Applied Regression Analysis (H)

Selection of additional courses, with agreement of supervisor, including:
Other courses from Sociology Masters programmes
Specialist research courses: SO511 Research Seminar in Political Sociology, SO521 Research Seminar on Cities and Space (not available 2017/18), SO491 Quantitative Social Research Methods (H) and SO492 Qualitative Social Research Methods (H)

Transferable skills courses
Optional (not examined)
MY591 Computing Packages for Qualitative Analysis
MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Year 2
Training courses
Optional (not examined)
SO501 Data Analysis Workshop (this course is strongly recommended)

Year 3
Training courses
Optional (not examined)
SO505 Becoming a Professional Sociologist

Progression and upgrade requirements
In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors

may be required, or a recommendation may be made that the student not be allowed to re-register.

By the end of Year 2, students are expected to have completed their fieldwork, and to be ready to submit two draft chapters for upgrade. All full-time research students are expected to have made the transition from the MPhil to PhD (upgrading) within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD by the end of their third year, and to submit their thesis within six years. The decision to upgrade from MPhil to PhD is taken by a panel consisting of two academics from the Department or the School, with the supervisor(s) in attendance and available to be consulted by the panel. For upgrade, students submit three draft chapters of their thesis, plus thesis abstract and outline schedule for completion. This material is then assessed by viva voce and a written report is made by the panel.

Students should aim to have a complete first draft of their thesis in years three to four and allow three to six months for revision and submission.

MPhil/PhD in Statistics

Programme code: RPST
Department: Statistics
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year 1
Training courses
Optional (not examined)
Courses offered by the London Graduate School in Mathematical Finance.
Courses offered by the London Taught Course Centre.

Optional (examined)
Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College - particularly ST405, ST411, ST421, ST501 and ST542 (not available in 2017/18).

Transferable skills courses
Compulsory (not examined)
Annual Research Presentation Event.

Optional (not examined)
Departmental Seminar Series.
Joint Econometrics and Statistics Workshops with the Department of Economics.
Risk and Stochastics Seminar/Workshop.
London Graduate School in Mathematical Finance Seminar Day.
Poster Presentations.
The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined)
Courses provided by the Methodology Institute.

Year 2
Training courses
Optional (not examined)
Courses offered by the London Graduate School in Mathematical Finance.
Courses offered by the London Taught Course Centre.

Optional (examined)
Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College - particularly ST405, ST411, ST421, ST501 and ST542.

Transferable skills courses
Annual Research Presentation Event.

Optional (not examined)
Departmental Seminar Series.
Joint Econometrics and Statistics Workshops with the Department of Economics.
Risk and Stochastics Seminar/Workshop.
London Graduate School in Mathematical Finance Seminar Day.
Poster Presentations.
The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):
Courses provided by the Methodology Institute.

Year 3
Training courses
Optional (not examined)
Courses offered by the London Graduate School in Mathematical Finance.
Courses offered by the London Taught Course Centre.

Optional (examined)
Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College - particularly ST405, ST411, ST421, ST501 and ST542.

Transferable skills courses Compulsory (not examined)
Annual Research Presentation Event.

Optional (not examined)
Departmental Seminar Series.
Joint Econometrics and Statistics Workshops with the Department of Economics.
Risk and Stochastics Seminar/Workshop.
London Graduate School in Mathematical Finance Seminar Day.
Poster Presentations.
The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined)
Courses provided by the Methodology Institute.

Year 4
Training courses
Optional (not examined)
Courses offered by the London Graduate School in Mathematical Finance.
Courses offered by the London Taught Course Centre.

Optional (examined)
Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College - particularly ST405, ST411, ST421, ST501 and ST542.

Transferable skills courses
Annual Research Presentation Event.

Optional (not examined)
Departmental Seminar Series.
Joint Econometrics and Statistics Workshops with the Department of Economics.
Risk and Stochastics Seminar/Workshop.
London Graduate School in Mathematical Finance Seminar Day.
Poster Presentations.
The department encourages students to attend and, where the

opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined)
Courses provided by the Methodology Institute.

Progression and upgrade requirements Formal assessment is made towards the end of each Summer Term. This assessment is based on statements made by the student and the supervisors in the progress report form. Students are also required to complete a supplementary report of 1-2 pages (A4), providing in more detail an outline of their current research.
The review to upgrade to the PhD normally takes place within two years of full time registration. Progress is assessed by the first and/or second supervisor in consultation with the PhD programme director and another expert in the field of the research undertaken by the student. If satisfactory progress has been made, the programme director will recommend that registration be upgraded to PhD status. The department's research committee also monitors the progress of PhD students.

Teaching opportunities The department employs Graduate Teaching Assistants (GTAs) to teach a number of its undergraduate and postgraduate courses. In particular ST102, Elementary Statistical theory, and ST107, Quantitative Methods, are taught to a large number of students across the School and require a significant number of classes. Research students are encouraged to undertake some teaching from year two onwards. First year MPhil/PhD students are normally not permitted to teach, although some marking may be available during the year or for the external degree at the end of the year. A Postgraduate Certificate in Higher Education is offered to those who wish to pursue this.

Research Course guide

AC500
Accounting, Organisations and Society

This information is for the 2017/18 session.
Teacher responsible: Dr Andrea Mennicken KSW 3.09 and Prof Michael Power KSW 3.12
Availability: This course is available on the MPhil/PhD in Accounting. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This is an advanced course for doctoral and postdoctoral students focusing on the institutional and organisational context of accounting practices in their broadest sense. The seminars are generally based on key readings at the interface between accounting, organisation studies, regulation and management. Discussions will be focused on the analysis of accounting and calculative practices in context drawing on a wide range of approaches.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
There will be a reading week in week 6 of both MT and LT.
Indicative reading: There is no single text for this course and the seminars will be based on pre-distributed readings.
Assessment: Assessment will be based on written work as agreed with the Course Director.

AC501
Empirical Financial Accounting and Capital Markets

This information is for the 2017/18 session.
Teacher responsible: Prof Bjorn Jorgensen OLD 2.17 and Prof Ane Miren Tamayo OLD 5.05
Availability: This course is available on the MPhil/PhD in Accounting. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This is a readings based course dealing with advanced issues in accounting research methods. Its primary focus is to study accounting and financial reporting issues from an economics perspective. While much research studied in the course will be empirical archival in nature, the course also emphasises the importance of theory and research design in developing high quality research. The course covers a wide range of accounting issues including the design of and choices between alternative accounting methods, the use of accounting numbers in economic decision making, assessment of financial reporting quality, the economic consequences of financial reporting, and the interactions between financial reporting, legal and economic institutions, and corporate governance.
Teaching: 20 hours of lectures in the MT. 20 hours of lectures in the LT.
Assessment: Second year MPhil/PhD students in Accounting (Track 2) are formally assessed by:
(i) A referee report of a current working paper (25% weighting). This will normally be assigned in week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
(ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC501 over the current academic year (2017/18) and previous academic year (2016/17). It will be designed to be completed within a three-day (72 hour) period during Summer term.
First year MPhil/PhD students in Accounting (Track 2) will not normally be formally assessed but they will receive feedback in the form of formative assessments. In addition, all students participating in the course are expected to present research papers being studied and will receive feedback on their presentations aimed at developing and improving their presentation skills.

AC502
Foundations of Accounting, Organizations and Institutions

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Power KSW 3.12
Availability: This course is compulsory on the MPhil/PhD in Accounting (Track 1). This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is also offered for students from other MPhil/PhD programmes, with the approval and written permission of the PhD in Accounting Programme Director.
Course content: The object of the course is to provide students with an advanced understanding of the changing role and position of accounting practices in organisations, both public and private, and societies more generally. Students will be exposed to advanced thinking about how accounting practices are much more than a collection of routine techniques but are shaped by their institutional contexts, have behavioural consequences and can represent different values. We will focus on how efforts to design internal and external accounting practices are both a function of specific economic and political interests, but are also shaped by social and political aspirations. The role of accountants and other agents will be addressed.
The course emphasises the inter-relations between technical, organisational and institutional issues. While some technical accounting knowledge will be helpful, it is not essential and each lecture will provide the necessary technical foundations.
Indicative topics include:
Foundations of Reporting, Calculation and Disclosure; Transnational Regulation and Standardisation; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Performance, Accountability Incentives; Accounting for Sustainability; Organisational Failure as a Process.
Teaching: 10, 3-hour seminars in weeks 1-10 of MT and a 2-hour essay workshop in week 11 of MT.
Formative coursework: Students will be required to produce two pieces of written work. This may take the form of either an essay, or the analysis of a case, and may also include in-class presentations and team-based work. This work will be assessed, but the grades will not count towards the overall course assessment.
Indicative reading: Chapman, Cooper & Miller (eds), Accounting, Organizations and Institutions (Oxford, 2009); Hopwood & Miller (eds), Accounting as Social and Institutional Practice, Cambridge, 1994; Power, The Audit Society, Oxford, 1999; Roberts, The Modern Firm, Oxford, 2004.
Assessment: Essay (100%, 6000 words) in the ST.
MPhil/PhD in Accounting students must pass the course examination, normally with high Merit (at least 65%) or Distinction marks, to proceed to the next year of the programme.

AN500
Seminar on Anthropological Research

This information is for the 2017/18 session.
Teacher responsible: Prof Rita Astuti OLD 6.11, Dr Alpa Shah OLD 6.17a and Dr Fenella Cannell
Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.
Course content: Seminar on Anthropological Research
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 14 hours of seminars in the ST.
Assessment: This course is not assessed.

AN503
Thesis Writing Seminar

This information is for the 2017/18 session.
Teacher responsible: Dr Nicholas Long OLD 6.14 and Prof Laura Bear OLD 6.09
Dr. Katy Gardener OLD 5.07
Availability: This course is available on the MRes/PhD in Anthropology. This course is not available as an outside option. This seminar is for 3rd and 4th year post-fieldwork students.
Course content: Students present draft dissertation chapters in their cohort.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 14 hours of seminars in the ST.
This course has reading week in Week 6 of the MT and LT.
Assessment: This course is not assessed.

AN505
Advanced Professional Development in Anthropology

This information is for the 2017/18 session.
Teacher responsible: Dr Gisa Weszkalnys OLD 6.08, Prof David Graeber OLD 6.10, Dr Catherine Allerton OLD 6.13 and Dr Fenella Cannell
Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.
Course content: This seminar course has two main aims. First, it examines key theoretical concepts and approaches in Anthropology at an advanced level that may be relevant to post-fieldwork doctoral candidates. It may focus on widely ranging thematic areas, e.g. recent developments in cognitive anthropology and/or in material culture studies and/or in anthropological studies of ontology. The aim is to enhance the ability of students to engage with such debates at an advanced level. Second, the course aims to enhance the professional development of doctoral students by providing them with advanced training in writing and presentation skills, and more generally in relation to skills relevant to their career progression.
Teaching: 14 hours of seminars in the MT. 14 hours of seminars in the LT. 12 hours of seminars in the ST.
Assessment: This course is not assessed.

DV500
Research Seminar in Development Studies

This information is for the 2017/18 session.
Teacher responsible: Dr Elliott Green CON8.07 and Prof David Keen CON7.15
Availability: This course is compulsory on the MPhil/PhD in Development Studies and MRes/PhD in International Development. This course is available as an outside option to students on other programmes where regulations permit.
Course content: This seminar is designed as a forum for discussing theoretical and methodological issues in Development Studies research. Modules are organized around broad methodological issues (e.g. research design, case studies, causal inference) and presentations of research, with the former featuring heavily in the MT and the latter in the LT and ST. Research presentations at the seminar are made by DESTIN research students and also by staff, with some invited speakers from outside.
All research students are expected to attend the seminar while in residence in London. First year students are required to present a draft of their research proposal to the seminar during the LT or ST. Continuing students are invited to make presentations based on a report of their research, draft chapters or even their final draft of the dissertation. In making their presentations students are asked to provide (a) background material about the particular issue at hand, (b) a clear statement of the research questions and/or hypotheses that are being addressed, and (c) discussion of the research methods to be employed. Students should inform their supervisor(s) of the date when they are scheduled to make a presentation.
Teaching: 15 hours of seminars in the MT. 15 hours of seminars in the LT. 10 hours and 30 minutes of seminars in the ST.
Assessment: This course is not assessed.

DV501 Half Unit
Development History, Theory and Policy for Research Students

This information is for the 2017/18 session.
Teacher responsible: Prof James Putzel
Availability: This course is compulsory on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences and contemporary economic and social theory and their bearing on the policy and practice of development. During Michaelmas Term the course critically discusses concepts of 'development' and the historical evolution of paradigms of development thinking and policy. Through an examination of comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies and path dependencies and the political economy of growth, poverty and freedom. We examine how differential experiences of financial crisis, state fragility, democratic and populist politics affect development thinking and possibilities. During Lent Term the course draws on recent research and policy documents to discuss current cutting edge policy issues and challenges in the developing world including: demographic change and its implications, poverty and inequality ; industrialisation, international trade and industrial policy; agriculture, new technologies and agrarian reform policies; gendered development and responses; the impact of violent conflict; environmental threats and sustainability; and the evolution of development practice and aid.
Teaching: 20 hours of lectures and 20 hours of seminars in the MT.
Students will attend the Michaelmas Term lectures for DV400 and an associated weekly seminar for research students only.
Formative coursework: Students will be expected to produce 2 presentations in the MT.
Indicative reading: The following are recommended basic readings for the course: A. Kohli, State-Directed Development: Political Power and Industrialization in the Global Periphery (Cambridge, 2004). A Sen, Development as Freedom (Anchor, 1999). HJ Chang, Kicking Away the Ladder: Development Strategy in Historical Perspective (Anthem, 2002). HJ Chang, Economics: The User's Guide (Penguin, 2014). D Rodrik, One Economics, Many Recipes: Globalization, Institutions, and Economic Growth (Princeton University Press, 2008). J.Ferguson, The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho (Cambridge, 1990). M. Jerven, Poor Numbers: How we are misled about African development statistics and what to do about it (Cornell, 2013). United Nations, “Transforming Our world: the 2030 Agenda for Sustainable Development” (SDGs) A/RES/70/1 (25 September 2015). World Bank, World Development Report 2017: Law and Governance (World Bank, 2017)
Assessment: Essay (100%, 5000 words) in January.

DV510
Research Design and Proposal in International Development

This information is for the 2017/18 session.
Teacher responsible: Dr Elliott Green and Prof David Keen
Availability: This course is compulsory on the MRes/PhD in International Development. This course is not available as an outside option.
Course content: Students will work with their academic supervisors to structure a doctoral research proposal that has the potential to make a significant contribution to knowledge and that reflects a sophisticated mastery of advanced theoretical and methodological tools from one or more academic disciplines related to international development. They will learn how to identify good research questions that are embedded in the current academic literature, and how to apply recognisable, defensible and academically sophisticated methodologies to address those questions. The doctoral research proposal itself will identify a key research question(s) for investigation, a justification well embedded in existing academic literature for why the topic is theoretically and empirically important, and a well-developed theoretical and methodological framework for researching the question(s).
Teaching: Students will meet their supervisors three times a term during their first year of study in accordance with the LSE's regulations for Research Degrees. Their proposals will be developed over the course of these meetings.
Formative coursework: Students will be expected to produce 3 pieces of coursework in the MT, LT and ST.
Students will submit drafts of their proposal to their supervisors and receive feedback.
Indicative reading: The reading list for each student will be determined by the research they propose undertaking.
Assessment: Other (100%) in the ST.

DV518 Half Unit
African Development

This information is for the 2017/18 session.
Teacher responsible: Prof David Keen CON 7.16, Dr Diana Weinhold CON 7.10 and Prof Thandika Mkandawire CON 8.02 Head of Department, Doctoral Programme Directors, MSc Course Convenor and PhD Supervisor
Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.
This course is available as an option for students enrolled in the MRes/PhD in International Development only.
Course content: The major concern of the course is with the political economy of African development, to examine processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. It does not aim to provide a comprehensive coverage of development issues or of regions. Course content will vary from year to year, depending on the specialities of staff.
Attention is paid to legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; the political economy of industrialisation and agrarian transformation, resource mobilisation; trade diversification; institutional reforms and state capacity. Attention will also be paid to social policy with special focus on issues such as social social protection, cash transfers, Millennium Development Goals, horizontal inequality and conflict.
Teaching: 16 hours and 30 minutes of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval
Indicative reading: Eastwood, R. & M. Lipton, 2011. Demographic transition in sub-Saharan Africa: How big will the economic dividend be? Population Studies: A Journal of Demography, 65(1), 9-35. Handley, Antoinette (2008) Business and the State in Africa: Economic Policy-Making in the Neo-Liberal Era Cambridge: Cambridge University Press. Chapter 7: Conclusion, the Business of Economic Policy-making, Comparatively Speaking, pgs. 242-263. Herbst, Jeffrey. 2000. States and Power in Africa: Comparative Reasons in Authority and Control. Princeton NJ: Princeton University Press. (pp36-57)Brett, E.A. (1986) 'State power and economic inefficiency: Explaining political failure in Africa,' IDS Bulletin, 17(10 22-29. Hickey, S. 2008. "Conceptualising the Politics of Social Protection in Africa," in Social Protection for the Poor and the Poorest: Concepts, Policies and Politics, eds. A. Barrientos and D. Hulme, Chapter 13. Houndmills: Palgrave Macmillan. Mahmood Mamdani, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism. London: James Currey, 1996. Mann, L. (Forthcoming) Corporations Left to Other Peoples' Devices: A Political Economy Perspective on the Big Data Revolution in Development Development and Change. Mkandawire, Thandika. (2017). State Capacity, History, Structure, and Political Contestation in Africa. In M. A. Centeno, A. Kohli, D. J. Yashar, & D. Mistree (Eds.), (pp. 184-216). Mkandawire, Thandika. 2014. "The Spread of Economic Doctrines and Policymaking in Postcolonial Africa." African Studies Review 57(01):171-98. Mkandawire, Thandika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." World Politics:1-50. Murphy, J. T., Carmody, P., and Surborg, B. (2014) "Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy" Review of African Political Economy 41(140): 264-283. Ndikumana, Leonce and James Boyce. 2010. "Africa's revolving door: external borrowing and capital flight in sub-Saharan Africa," in The Political Economy of Africa. Vishnu Padayachee ed. London: Abingdon, pp. 132-51. Nick Van de Walle, African Economies and the Politics of Permanent Crisis. Cambridge: Cambridge University Press, 2001. Paul Nugent, Africa Since Independence: A Comparative History. Basingstoke, Palgrave Macmillan: 2004. R.H. Bates, When Things Fell Apart: State Failure in Late-Century Africa. Cambridge: Cambridge University Press, 2008. Ricardo Rene Laremont (ed), Borders, Nationalism and the African State. Boulder: Lynne Rienner Publishers, 2005. Robert Bates, Markets and States in Tropical Africa. Berkeley: University of California Press, 1981. Steven Radelet, Emerging Africa: How 17 Countries Are Leading the Way. Washington, DC: Centre for Global Development, 2010. Thandika Mkandawire and Charles Soludo, Our Continent, Our Future: African Perspectives on Structural Adjustment. Dakar/Trenton, NJ: CODESRIA / African World Publications, 1999. Ulriksen, M. S. (2012). "Welfare Policy Expansion in Botswana and Mauritius: Explaining the Causes of Different Welfare Regime Paths." Comparative political studies 45(12): 1483-1509. UNCTAD. Economic Development in Africa: From Adjustment to Poverty Reduction: What is New? Geneva: United Nations, 2002. Vishnu Padayachee (ed), The Political Economy of Africa. London: Routledge, 2010. White, Howard and Tony Killick. African Poverty at the Millennium: Causes, Complexities, and Challenges. Washington, DC: World Bank, 2001. Whitfield, L., et al. (2015). The Politics of African Industrial Policy: A Comparative Perspective. Cambridge, Cambridge Univ Press. Whitfield, L., Therkildsen, O., Buur, L., & Kjær, A. M. (2015). The Politics of African Industrial Policy: A Comparative Perspective. Cambridge: Cambridge Univ Press. World Bank (200) Can Africa Claim the 21st Century? Washington, DC: World Bank, 2000.
Assessment: Essay (100%, 5000 words) in the ST.
1 x 5000 word research paper to be submitted on the first Friday of the Summer Term. The research paper will be co-marked by the course convenor and the student's PhD supervisor.

DV520 Half Unit
Complex Emergencies

This information is for the 2017/18 session.
Teacher responsible: Prof David Keen CON 7.16 and Dr Diana Weinhold CON 7.10
Head of Department, Doctoral Programme Directors, MSc Course Convenor and PhD Supervisor
Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.
This course is available as an option to students enrolled in the MRes/PhD in International Development only
Course content: The course examines the consequences and causes of humanitarian disasters. It looks at the changing nature of civil conflicts, at the famine process, and at the benefits that may arise for some groups from war and famine. It examines some of the roots of violence in civil wars, as well as the information systems that surround and help to shape disasters.
Teaching: 16 hours and 30 minutes of lectures and 13 hours and 30 minutes of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval
Indicative reading: A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, Complex Emergencies (Polity, 2008). Other texts of interest include David Keen, Useful Enemies: When Waging Wars is More Important than Winning Them (Yale University Press, 2012); Stathis Kalyvas, The Logic of Violence in Civil War (Cambridge University Press, 2006); David Keen, Conflict and Collusion in Sierra Leone (James Currey, 2005); David Keen, Endless War? Hidden Functions of the 'War on Terror' (Pluto, 2006); Michael Mann, The Dark Side of Democracy: Explaining Ethnic Cleansing (Cambridge University Press, 2005); Amartya Sen, Poverty and Famines (Oxford University Press, 1981); Frances Stewart and Valpy FitzGerald (eds.), War and Underdevelopment, Volumes 1 and 2 (Oxford University Press, 2001); and Jeremy Weinstein, Inside Violence: The Politics of Insurgent Violence (Cambridge University Press, 2007); Tim Allen, Trial Justice: The International Criminal Court and the Lord's Resistance Army (Zed Press, 2006), Chris Dolan, Social Torture: The Case of Northern Uganda, 1986-2006 (Berghahn, 2009); Zoe Marriage, Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict (Hurst and Co., 2006); Christopher Cramer, Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries (Hurst and Co., 2006); Mats Berdal and David Malone, Greed and Grievance: Economic Agendas in Civil Wars (Lynne Rienner, 2000); Hugo Slim, Killing Civilians: Method, Madness and Morality in War (Hurst and Co., 2008).
Assessment: Essay (100%, 5000 words) in the ST.
1 x 5000 word research paper to be submitted on the first Friday of the Summer Term. The research paper will be co-marked by the course convenor and the student's PhD supervisor.

DV528 Half Unit
Managing Humanitarianism

This information is for the 2017/18 session.
Teacher responsible: Prof David Keen CON 7.16, Dr Diana Weinhold CON 7.10 and Dr Darron Gordon CON 8.10
Head of Department, Doctoral Programme Directors, MSc Course Convenor and PhD Supervisor
Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.
This course is available as an option to students enrolled on the MRes/PhD in International Development only.
Course content: The course looks at international, national and local responses to conflict and natural disasters. Building on an analysis of the causes, construction and consequences of humanitarian disasters, this course focuses on humanitarian actors (including aid workers, journalists, physicians, government officials, soldiers, politicians and peace negotiators). It considers the principles and the politics of humanitarian action, exploring the overlaps and tensions between practices of humanitarian assistance and other forms of political and military intervention. It looks at how differing forms of humanitarianism relate to ideas of human rights and justice, the politics of securitisation and of neglect. It looks at the explanation as to why humanitarian organisations and governments respond to some crises and not to others and considers the critique of humanitarian assistance and the ways in which the UN and NGO communities have responded and sought to professionalise their activities. The course also looks at how recipients of humanitarian aid respond to these programmes, and in some cases subvert or transform them into quite different projects. Case studies will be drawn primarily from Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT.
A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval
Indicative reading: Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' International Review of the Red Cross nternational Review of the Red Cross / Volume 97 / Issue 897-898 / June 2015, pp 77-109. M. Barnett (2011), Empire of Humanity: A History of Humanitarianism, Ithaca: Cornell University Press; M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. Humanitarianism in Question Politics Power and Ethics, Ithaca: Cornell University Press; A. De Waal,1997. Famine Crimes: Politics and the Disaster Relief Industry in Africa. London: James Currey. Loescher (2001) The UNHCR and World Politics, Oxford University Press. D. Rieff (2002) A Bed for the Night: Humanitarianism in Crisis, Vintage/Random House.
Assessment: Essay (100%, 5000 words) in the LT.
1 x 5000 word research paper to be submitted on the first Friday of the Lent Term. The research paper will be co-marked by the course convenor and the student's PhD supervisor

DV531
Development Management

This information is for the 2017/18 session.
Teacher responsible: Prof David Keen CON 7.16, Dr Diana Weinhold CON 7.10 and Prof Jean-Paul Faguet CON 8.06
Head of Department, Doctoral Programme Directors, MSc Course Convenor and PhD supervisor
Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.
This course is available to students in Year 2 or above of the MRes/PhD in International Development only. It is available to students in Year 1 of the MRes/PhD in International Development with permission.
Course content: Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development, identify the underlying obstacles to development, and evaluate potential solutions. It focuses on the principles governing the institutions, politics, and organisations through which policies, programmes and projects are produced and implemented. Attention is given to the different kinds of authority, incentives and accountability mechanisms that govern the relationships between leaders, managers and recipients. It

reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs, by showing how centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice. It explores the dynamics of different forms of democratic and authoritarian states, the determinants of good and poor governance, and how social, political and economic forces interact to drive change and stability. In order to enable students to make practical judgments about institutional reform programmes in various contexts, competing approaches to development are critically and constructively analyzed in light of case studies. The course is divided into four parts: (1) Analytical Assumptions, (2) Government and Governance, (3) Private Sector, and (4) Civil Society. On completing the course students should be able to: (i) use theory to identify the causes of actual development challenges, (ii) identify and assess relevant case study material to inform development practice; and (iii) employ the insights developed throughout the course to formulate policy recommendations and plans of action for improving development.

Teaching: 20 hours of lectures, 15 hours of seminars and 15 hours of workshops in the MT. 16 hours of lectures, 12 hours of seminars and 15 hours of workshops in the LT. 3 hours and 30 minutes of lectures in the ST.

There will be an introductory workshop, 18 two-hour lectures and 18 one-and-a-half hour seminars over the Michaelmas & Lent Terms. Students are expected to attend all these sessions. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Seminars will discuss topics covered in the lecture, and will be conducted on the basis either of a student presentation or a class exercise.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: A detailed weekly reading list is provided at the first course meeting. Background readings include: Brett, E.A. (2009) Reconstructing Development Theory; Faguet, JP. 2012. Decentralization and Popular Democracy: Governance from Below in Bolivia. Ann Arbor: University of Michigan Press; Chang, H. 2003, Rethinking development economics, Anthem Press; London, Intermediate Technology; Kohli, A. 2004 State-directed development: political power and industrialization in the global periphery, Cambridge, Cambridge University Press; Linz, J. & A. Stepan, Problems of democratic transition and consolidation, Johns Hopkins; Olson, M. 1982 The rise and decline of nations, Yale University Press; North, D. 1990. Institutions, Institutional Change and Economic Performance. Cambridge University Press. Putnam, R. D. 1993. Making Democracy Work: Civic Traditions in Modern Italy. Princeton: Princeton University Press; Rodrik, D. (Ed.). 2003. In Search of Prosperity: Analytical Narratives on Economic Growth: Princeton University Press; Sen. A., 1999 Development as Freedom. Oxford University Press; Stiglitz, J. 2002 Globalization and its discontents, Allen Lane, 2002; World Bank, World Development Report, 2004, Making services work for poor people, Washington, World Bank.

Assessment: Assessment path 1

Essay (100%, 10000 words) in the ST.

Assessment path 2

Exam (60%, duration: 3 hours) in the main exam period.

Essay (40%, 5000 words) in the ST.

The research paper will be co-marked by the course convenor and the student's PhD supervisor.

DV545 Half Unit
Research Themes in International Development

This information is for the 2017/18 session.

Teacher responsible: Prof David Keen CON 7.16, Dr Diana Weinhold CON 7.10 and Prof Tim Allen CON 7.12

Head of Department, Doctoral Programme Directors, MSc Course Convenors and student's PhD Supervisor

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled on the MRes/PhD in International Development only.

Course content: The objectives of the course are: a) to introduce students to the practical world of development which will both facilitate their `career paths' and also prepare them for the consultancy projects by becoming more familiar with how such organisations think and work; b) to introduce students to the interface between policy practice and development academe. Each week speakers from different development organisations will speak to students about policy and research work in their organisation, how their organisation uses research and for what purposes, and some of the hot topics.

Teaching: 20 hours of lectures in the LT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: Indicative reading:

Allen T (with Melissa Parker) (2012) "Will mass drug administration eliminate lymphatic filariasis? Evidence from Northern Coastal Tanzania" Journal of Biosocial Science http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8700071&fulltextType=RA&fileId=S0021932012000466. Brett, Edwin (2009) Reconstructing development theory: international inequality, institutional reform and social emancipation. Palgrave Macmillan Corbridge, Stuart (2012) India today: economy, polity and society in an emerging power. Polity Press. Dyson, Tim (2010) Population and development: the demographic transition. Zed Books, London, UK. ISBN 9781842779590. Faguet, Jean-Paul (2012) Governance from below: decentralization and popular democracy in Bolivia. University of Michigan Press, Ann Arbor, USA. Keen, David (2012), Useful Enemies, Yale University Press. Sequeira, Sandra (2013). Transport Corridors and Economic Growth in Africa: Evidence from the Maputo Corridor, World Bank, Washington DC, USA. Shadlen, Kenneth C (with Sebastian Hauss) eds (2011). Politics of Intellectual Property: Contestation over the Ownership, Use and Control of Information Edward Elgar. Wade, Robert Hunter (2011) "Emerging world order?: from multipolarity to multilateralism in the G20, the World Bank, and the IMF". Politics & Society, 39 (3).

Assessment: Essay (100%, 5000 words) in the ST.

1 x 5000 word research paper to be submitted on the first Friday of the Summer Term. The research paper will be co-marked by the course convenor and the student's PhD supervisor

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DV590 Half Unit
Economic Development Policy I

This information is for the 2017/18 session.

Teacher responsible: Prof David Keen CON 7.16, Dr Diana Weinhold CON 7.10 and Prof Danny Quah

Head of Department, Doctoral Programme Directors, MSc Course Convenor and PhD Supervisor

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled in the MRes/PhD in International Development only.

Course content: This course focuses on analytically and empirically rigorous analyses of economic policies for

macroeconomic growth in developing countries. We review current theoretical debates and consider how the use of empirical evidence can help to inform our analyses. In particular, increasing data availability has meant that the effectiveness of development policies, in terms of improving welfare, reducing poverty and promoting growth, can now be analysed using a variety of quantitative techniques. By looking at how these approaches can be applied to a range of development issues, the course will provide an overview of new thinking on the design of public policy in developing countries. While a strong mathematical or statistical background is not necessary to follow the course, students will be expected to actively learn and engage with regression analysis and other econometric techniques. These skills are developed through the term with mandatory weekly problem sets and occasional in-class quizzes supplementing the lectures and readings. The course consists of one lecture on the interpretation of empirical regression analysis and the role of quantitative methods in policy evaluation, and a further 9 two-hour lectures on theory and policy issues of relevance to developing countries. Topics themselves may vary from year to year but may include determinants of growth; human capital accumulation; globalisation and the political economy of trade policy; the global evolution of income distribution, structural adjustment, and financial crises; economic geography of development; aid; debt relief; and environment and growth. Seminars consist of student-led participatory in-depth analyses of best-practice theory and quantitative empirical research papers which students assess.
Teaching: 20 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval
Indicative reading: Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, Development Economics (1998) which will serve as the course text, W Easterly, The Quest for Growth;
Assessment: Essay (100%, 5000 words) in the ST.
1 x 5000 word research paper to be submitted on the first Friday of the Summer Term. The research paper will be co-marked by the course convenor and the student's PhD supervisor

DV591 Half Unit
Economic Development Policy II

This information is for the 2017/18 session.
Teacher responsible: Prof David Keen CON 7.16, Dr Diana Weinhold CON 7.10 and Prof Danny Quah
Head of Department, Doctoral Programme Directors, MSc Course Convenor and PhD Supervisor
Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.
This course is available as an option for students enrolled in the MRes/PhD in International Development only.
Course content: This course focuses on analytically and empirically rigorous analyses of microeconomic economic policies in developing countries. We review current theoretical debates and consider how the use of empirical evidence can help to inform our analyses. In particular, increasing data availability has meant that the effectiveness of development policies, in terms of improving welfare, reducing poverty and promoting growth, can now be analysed using a variety of quantitative techniques. By looking at how these approaches can be applied to a range of development issues, the course will provide an overview of new thinking on the design of public policy in developing countries. Students without a strong background in statistics and economics should take DV590 as a prerequisite as students will be expected to actively engage with regression analysis and other econometric techniques. These skills are further developed through the term with mandatory weekly problem sets and occasional in-class quizzes supplementing the lectures and readings. The course consists of 10 2-hour lectures on microeconomic theory and policy issues of relevance to developing countries. Topics themselves may vary from year to year but may include health and education intra-household resource allocation; credit markets; social networks; and behavioural economics applied to the design of development policies. Seminars consist of student-led participatory in-depth analyses of best-practice theory and quantitative empirical research papers which students assess and critique.
Teaching: 20 hours of lectures and 15 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 piece of coursework in the LT.
A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval
Indicative reading: Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, Development Economics (1998) which will serve as the course text, W Easterly, The Quest for Growth;
Assessment: Essay (100%, 5000 words) in the ST.
1 x 5000 word research paper to be submitted on the first Friday of the Summer Term. The research paper will be co-marked by the course convenor and the student's PhD supervisor

EC501
Work in Progress Seminars

This information is for the 2017/18 session.
Availability: This course is compulsory on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Course content: Research students present their work to faculty and peers in the designated field. Outside speakers are also invited from time to time.
Teaching: Seminars EC501: eight seminar groups covering the major field options. The frequency of meetings to be determined according to the number of students in each specialism, but generally each group will meet weekly throughout the session.
Assessment: This course is not examinable.

EC518
Topics in Advanced Econometrics for Research Students

This information is for the 2017/18 session.
Teacher responsible: Prof Francisco Hidalgo 32L.4.20 and Dr Taisuke Otsu 32L.4.25
Availability: This course is available on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Course content: See course content for EC485. Additionally, this course will examine more advanced theories and applications in Econometric Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.
Teaching: 20 hours of EC485 Topics in Advanced Econometrics lectures and 10 hours of EC518 lectures in each of the MT and the LT.
Indicative reading: See reading list for EC485. Additional readings will be recommended at the start of the course.
Assessment: Exam (50%, duration: 2 hours) in the LT week 0.
Exam (50%, duration: 2 hours) in the main exam period.

EC532
International Economics for Research Students

This information is for the 2017/18 session.
Teacher responsible: Dr Thomas Sampson 32L.2.34 and Dr Keyu Jin 32L.1.17
Availability: This course is available on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Course content: This course is concerned with the latest developments in international economics. The course builds on techniques introduced in MSc International Economics (EC421) to take students to the research frontier. One term covers international trade and the other term covers international macroeconomics.
The course is based around research papers. Topics covered vary from year as the research frontier expands. A list of representative topics in international trade includes: micro-econometric studies of international trade, theories of heterogeneous firms and trade, theories of incomplete contracts and trade, and the political economy of trade policy. A list of representative topics in international macroeconomics includes international business cycles, determinants of international capital flows, portfolio choice and risk sharing, monetary and fiscal policy in open economies, theoretical and empirical work on the real exchange rate and international financial crises (e.g., currency attacks and sovereign defaults).
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Indicative reading: Readings will be from journal articles; a list will be supplied at the start of term.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC533
Labour Economics for Research Students

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Machin 32L.2.06A, Dr Guy Michaels 32L.2.10, Prof Jorn Pischke 32L.2.16 and Prof Yona Rubinstein NAB.5.32
Availability: This course is available on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Course content: The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, to provide them with the tools for carrying out independent research in the field, and to provide a perspective on areas of ongoing research. The course has a strong applied focus. For each major topic covered we will investigate the main available theories in light of their testable implications, and discuss the advantages and limitations of existing empirical work and assess policy options.
Topics include:
- Labour supply, household behaviour, and the allocation of time
- Labour demand and monopsony
- Search, matching, labour market frictions, unions, and unemployment
- Wage determination, compensating differentials, race and gender gaps, and wage inequality
- Human capital, returns to schooling, and training
- Contracts and incentives in the labour market

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: One piece of work per term will be required and feedback given by teachers.
Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC534
Public Economics for Research Students

This information is for the 2017/18 session.
Teacher responsible: Dr Camille Landais 32L.3.23 and Dr Johannes Spinnewijn 32L.3.24
Dr Xavier Jaravel and Dr Daniel Reck
Availability: This course is available on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Course content: The course will cover the economics of the public sector, including material on taxation, public expenditures and political economics. The course, which covers both theory and empirics, aims to give students a broad overview of this growing field and bring them to the research frontier.
The specific topics covered may vary from year to year, but the following general areas would typically be included:
- Behavioural responses to taxes and transfers
- Optimal taxation
- Dynamic taxation
- Behavioural public economics
- Social insurance
- Federalism
- Privatization and regulation
- Voting
- The role of communication in politics
- Special-interest politics
- Political institutions
- Political accountability

Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: One piece of work per term will be required and feedback given by teachers.
Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of the term. Although the course will not be based on a textbook as such, it will make extensive use of the Handbook of Public Economics Vol. 1-4 (A.J. Auerbach and M. Feldstein, eds.) and of T Persson and G. Tabellini, Political Economy, MIT Press, 2002.
Assessment: Other (40%) and other (30%) in the MT and LT.
Take home exam (30%) in the ST.
The assessment for this course is as follows:
1) 4 problem sets due throughout the MT and LT terms (40%)
2) An "extended replication exercise" (30%) which would consist of:
   i) writing a referee report on that paper (MT)
   ii) replicating a paper (empirical paper or paper based on simulations), (beginning of LT)
   iii) starting an extension of that paper (which requires developing a research design, positioning the question of the extension in the literature, etc.) ; (end of LT, start of ST)
3) A take-home exam in the ST (30%)

EC535
Development Economics for Research Students

This information is for the 2017/18 session.
Teacher responsible: Dr Gharad Bryan 32L.3.10 and Prof Maitreesh Ghatak 32L.3.08A
Availability: This course is available on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Course content: The course will cover advanced topics in development economics where current research is active. It is intended to introduce research students in economics to the latest research in development economics and to serve as an input into the research work of these students.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: One piece of work per term will be required and feedback will be given by teachers.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.
Assessment: Other (100%) in the MT and LT.
There will be six take home problem sets, three in MT and three in LT. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving a theoretical exercise, or evaluating a recent unpublished working paper. Each problem set will carry equal weight.

EC536
Economics of Industry for Research Students

This information is for the 2017/18 session.
Teacher responsible: Prof Alessandro Gavazza 32L.4.21, Dr Matthew Gentry 32L.4.28, Prof Martin Pesendorfer 32L.4.19 and Dr Pasquale Schiraldi 32L.4.22
Availability: This course is available on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Course content: The main goal is to familiarize students with selected theoretical and empirical topics in industrial organization and to put students in a position to do their own research.
Classical IO theory, well established empirical techniques including estimation of demand, production and models of strategic interaction and topics at the forefront of current IO research will be covered.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: One piece of work per term will be required and feedback given by teachers.
Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.
Assessment: Other (100%) in the MT and LT.
8 take home problem sets (two for each part - four in MT and four in LT). Each problem set will carry equal weight. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving an analytical problem or evaluating a recent unpublished working paper.

EC537
Microeconomic Theory for Research Students

This information is for the 2017/18 session.
Teacher responsible: Dr Andrew Ellis 32L.3.15, Dr Matthew Levy 32L.3.21 and Prof Balazs Szentes 32L.4.05
Availability: This course is available on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Pre-requisites: Students must have completed Microeonomics for MRes students (EC441).
Course content: The objective of this course is to provide students with a graduate level introduction to advanced topics and contemporary developments in Microeconomic Theory. Topics will include:
• Classic static and dynamic game theory
• Contract theory
• Bounded rationality
• Psychology and economics.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: One piece of work per term will be required and assessed by teachers.
Indicative reading: Osborne M, and Rubinstein A, A Course in Game Theory, MIT Press, 1994. Fudenberg D, and Tirole J, Game Theory, MIT Press, 1991.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC539
Macroeconomics for Research Students

This information is for the 2017/18 session.
Teacher responsible: Prof Philippe Aghion 32L.2.30, Dr David Baqaee 32L.1.10, Prof Ricardo Reis 32L.1.27 and Dr Shengxing Zhang 32L.1.16
Availability: This course is available on the MRes in Economics and MRes/PhD in Economics. This course is not available as an outside option.
Course content: Surveys the most recent development in macroeconomics, with an emphasis on technical detail and directions for further research opened up by the material. The goal is to put the students on the research path by bringing them to the research frontier.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: One piece of work per term will be required and feedback given by teachers.
Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC540
Political Economy

This information is for the 2017/18 session.
Teacher responsible: Prof Torun Dewan CON.6.07, Dr Ethan Ilzetzki 32L.1.10, Prof Gilat Levy 32L.4.31 and Prof Torsten Persson
Availability: This course is available on the MRes in Economics, MRes/PhD in Economics and PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: MRes Economics first year core courses for Economics students, EC400 and adviser's approval for Government students. EC400, EC411 (or equivalent) and course convener's approval for all other students.
Course content: The course will provide students with the economic methodology and tools for the analysis of political decision making and its effect on public policy. We will consider how political institutions shape economic policy, e.g., how do institutions such as election, legislative bargaining, political parties or non-democratic regimes shape redistributive policies, fiscal policies, and the size of government. We will also consider how in the absence of institutions, political attitudes, beliefs and norms shape policies. The course will focus on analytical models and their testable implications.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Formative coursework: Students will discuss papers in lectures and will be given the opportunity to solve problem sets.
Indicative reading: Political Economics by T. Persson and G. Tabellini (MIT Press 2000); Special Interest Politics by G. Grossman and E. Helpman (MIT Press 2001); Whither Political Economy? Theories, Facts and Issues, by A. Merlo, in Blundell, Richard, Newey, Whitney and Torsten Persson (eds.), Advances in Economics and Econometrics, Vol.1, Cambridge University Press, 2005; Tim Besley and Torsten Persson, Pillars of Prosperity: The Political Economics of Development Clusters, Princeton University Press Torsten Persson & Guido Tabellini, 2005; "The Economic Effects of Constitutions," MIT Press Books, The MIT Press; Positive Political Theory 1, Collective Preference, D. Austen-Smith and J. Banks , Michigan, 2000; Positive Political Theory 2, Strategy and Structure , D. Austen-Smith and J. Banks , Michigan, 2005.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

EC599
Research Paper in Economics

This information is for the 2017/18 session.
Availability: This course is compulsory on the MRes/PhD in Economics. This course is not available as an outside option.
Course content: A research paper, between 5,000 and 10,000 words, related to the student's designated major field, to be submitted mid-way through the summer term.
Assessment: Dissertation (100%, 10000 words) in the ST.

EH510
Seminar on Modern Economic History

This information is for the 2017/18 session.
Teacher responsible: Prof Juan Roses Vendoiro SAR.5.15
Availability: This course is available on the MPhil/PhD in Economic History. This course is available as an outside option to students on other programmes where regulations permit.
For research students. Also open to other EH graduate students and attended by LSE and other faculty.
Course content: The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development during the modern period.
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. 4 hours of seminars in the ST.

EH518
The Economic History of Firms & Industries Seminar

This information is for the 2017/18 session.
Teacher responsible: Dr Gerben Bakker SAR 5.09
Availability: This course is available on the MPhil/PhD in Economic History. This course is available as an outside option to students on other programmes where regulations permit.
For research students. Also open to other EH graduate students and attended by LSE and other faculty.
Course content: The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development. Presentations in this seminar relate particularly to economic development issues beyond the N American-European area, including aspects of global economic history.
Teaching: 6 hours of seminars in the MT. 6 hours of seminars in the LT. 6 hours of seminars in the ST.

EH520
Approaches to Economic and Social History

This information is for the 2017/18 session.
Teacher responsible: Prof Mary Morgan SAR 609
Availability: This course is compulsory on the MPhil/PhD in Economic History. This course is not available as an outside option.
This course is restricted to 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory.
Course content: Approaches to Economic and Social History
Teaching: 20 hours of seminars in the MT. 16 hours of seminars in the LT.
Indicative reading: There is no indicative reading list for this course as readings are updated annually to reflect student's interests.
Assessment: Assessment is by two pieces of written work, each approximately 1,500 words, on nominated topics to be submitted by the end of the Lent Term.

EH590
Thesis Workshop in Economic History

This information is for the 2017/18 session.
Teacher responsible: Prof Juan Roses Vendoiro SAR 515
Availability: This course is compulsory on the MPhil/PhD in Economic History. This course is not available as an outside option.
Course content: Thesis workshop in Economic History.
Teaching: 26 hours of seminars in the MT. 34 hours of seminars in the LT. 8 hours of seminars in the ST.
Assessment: This course is not examined.

EU550
Research Workshop in European Studies

This information is for the 2017/18 session.
Teacher responsible: Dr Vassilis Monastiriotis COW 2.05, Dr Waltraud Schelkle COW 1.06, Dr Jonathan White COW 1.09 and Dr Sara Hagemann COW 1.05
Availability: This course is compulsory for all first, second and third year European Institute MPhil/PhD students. The course is also recommended for those second and third year PhD students in the Government Department whose research focuses on European topics.
Course content: Presentation and detailed discussion of PhD theses, outlines and progression. Discussion of thesis chapters and related doctoral research. Discussion of research design and methodology. Practice conference panel sessions. A detailed syllabus is fixed at the start of each term.
Teaching: 15 hours of seminars in the MT. 15 hours of seminars in the LT.
Assessment: There is no examination for this course. Regular attendance and active participation is required. All students are required: to present at least one substantial chapter/paper draft; to act as a discussant on another paper; and to make a contribution to a conference panel session.

EU555
Political Economy and Public Policy Workshop

This information is for the 2017/18 session.
Teacher responsible: Dr Sara Hagemann, Prof Mark Thatcher, Dr Stephen Woolcock and Dr James Morrison
Availability: This course is available on the MPhil/ PhD in European Studies, MPhil/ PhD in Government (Joint) and MPhil/ PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
This workshop is jointly organised by the European Institute, the Government Department and the International Relations Department for research students of these departments working in the general area of political economy and public policy and who have usually passed their first year. Research students from other departments wishing to attend should contact the teachers responsible. It should be noted that the course has three codes-EU555, GV555 and IR555.
Course content: Presentation and intense discussion of thesis outlines, chapters and related work. A detailed programme is fixed at the start of the year. Seminar presentations by outside speakers may be added.
Teaching: 7 hours and 30 minutes of seminars in the MT. 7 hours and 30 minutes of seminars in the LT.

Seminars take place every other week throughout MT and LT. There is also a mini-conference in the ST, organised by the students themselves.
Assessment: There is no examination for this course. Regular attendance and active participation by all students is required. Each attending student has to give at least one presentation of their thesis research.

FM502
Corporate Finance for Research Students

This information is for the 2017/18 session.
Teacher responsible: Professor Michael Burkart, Dr Martin Oehmke, Prof Daniel Paravisini Maggi and Prof Ashwini Agrawal
Availability: This course is compulsory on the MRes/PhD in Finance (Route 1) and MRes/PhD in Finance (Route 2). This course is available on the MPhil/PhD in Accounting and MRes/PhD in Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. Doctoral students in the Departments of Finance and Economics, and other students with the permission of the PhD Finance Programme Director
Course content: The first half of this course focuses on the theory of corporate finance. The theory half of the course can, in turn, be subdivided into two parts. The first part reviews some of the classical concepts in corporate finance, using tools from game and contract theory to study incentive and information problems at the level of the firm, examining how financial contracts can be designed to mitigate these problems. This part of the course also considers how takeovers and ownership concentration can help to mitigate conflict of interests among insiders and investors in firms. The second part focuses on the theory of financial intermediation. This component reviews classic theories of financial intermediation and will introduce students to some recent work in this field. The second half of the course will consider empirical research in corporate finance. Several lectures will be devoted to research methodologies, such as data collection methods, randomized control trials, the use of instrumental variables in linear regressions, regression discontinuity designs, event studies, and structural estimation techniques. There will also be extensive discussion of current and established topics within empirical corporate finance, such as firm financing decisions, investment behaviour, control transactions, corporate governance, financial intermediation, household finance, and overlapping topics with industrial organization and labour economics.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Indicative reading: Readings will be mainly based on books and journal articles including: Tirole, Jean, The Theory of Corporate Finance, 2006, Princeton University Press. Freixas, X. and Rochet, J.C., The Microeconomics of Banking, 1997, MIT Press. J. Wooldridge, Econometric Analysis of Cross-Section and Panel Data, Cambridge: The MIT Press, 2002. M. Roberts and T. Whited: "Endogeneity in Empirical Corporate Finance," Handbook of the Economics of Finance, vol. 2.
Assessment: Exam (75%, duration: 3 hours) in the main exam period.
Project (25%) in the LT.

FM503
Asset Pricing for Research Students

This information is for the 2017/18 session.
Teacher responsible: Dr Georgy Chabakauri, Prof Ian Martin and Dr Dong Lou
Availability: This course is compulsory on the MRes/PhD in Finance (Route 1) and MRes/PhD in Finance (Route 2). This course is available on the MPhil/PhD in Accounting and MRes/PhD in Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: The course is divided into two parts relating to asset pricing theory empirical asset pricing. The asset pricing theory half of the course will cover static models of frictionless markets, dynamic discrete-time models, dynamic continuous-time models, and models with frictions. The second half of the course is dedicated to empirical evaluation of asset-pricing models. Representative agent models (with power, habit and recursive preferences) and their application to valuation of equities are covered. Next, no-arbitrage term-structure and option-pricing models are discussed. The class concludes with both equilibrium and reduced-from models of currencies.
Teaching: 30 hours of lectures in the MT. 30 hours of lectures in the LT.
Indicative reading:
- Darrell Duffie Asset Pricing Theory, Princeton University Press
- John Campbell, 1999, Asset prices, consumption, and the business cycle, in J. B. Taylor and M. Woodford, Eds., Handbook of Macroeconomics, Volume 1C, Elsevier Science B.V
- John Cochrane, 2004, Asset Pricing, Princeton University Press
- Kenneth Singleton, 2006, Empirical Dynamic Asset pricing, Princeton University Press

Assessment: Exam (90%, duration: 3 hours) in the main exam period.
Project (10%) in the LT.

FM505
PhD Seminar in Finance

This information is for the 2017/18 session.
Availability: This course is compulsory on the MRes/PhD in Finance (Route 1) and MRes/PhD in Finance (Route 2). This course is not available as an outside option.
Course content: This is a seminar course for PhD students in the early stages of their research to present their work in progress. Outside speakers may also be invited from time to time.
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT.
Other meetings to be arranged as necessary.
Assessment: Essay (100%, 10000 words) in the LT.
A 10,000 word essay on a topic to be agreed with the student's supervisor. This essay is to be submitted by the end of the ST of the third year of registration for Route 1 students, and by the end of the ST of the second year of registration for Route 2 students.

GI500
Doctoral Workshop: Department of Gender Studies

This information is for the 2017/18 session.
Teacher responsible: Professor Diane Perrons
Availability: This course is compulsory on the MPhil/ PhD in Gender Studies. This course is not available as an outside option.
Course content: The aim of this course is to give students experience and practice in presenting chapters or papers related to their current research for critical discussion. The focus of the seminar is on the research process and students are expected to present at least once per year. Some summer term sessions may be used for professional training, such as CV preparation, conference paper preparation, publishing and teaching organisation.
Teaching: 15 one-and-a-half hour seminars held fortnightly in the MT, LT and ST. First year students must also audit GI424 Gender Theories in the Modern World (lectures only) and GI402 Gender, Knowledge and Research Practice (full participation in course). All students are expected to participate in courses run by the Department of Methodology, LSE Gender or within the School

as advised by their supervisors. Students are also expected to participate in research seminars and public lectures.
Indicative reading: PhD chapters and articles suggested by students relevant to their topic.
Assessment: No summative assessment, but attendance and participation is considered part of the overall formal assessment of progress, including upgrade at the end of the first year and annually thereafter. Students are normally expected to attend GI500 until the end of their third year.
Students should refer to the PhD handbook for advice on milestones.

GV501
Doctoral Workshop: Political Theory

This information is for the 2017/18 session.
Teacher responsible: Prof Katrin Flikschuh and Prof Christian List
Availability: Compulsory for PhD students in the Government Department specialising in political theory.
Course content: An opportunity for students to present chapters or papers related to their current research for critical discussion.
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. 4 hours of seminars in the ST.
There are typically 5 sessions in MT and 5 sessions in LT, and a variable number of sessions in ST. The precise schedule will be made available at the start of each term.

GV503
Political Philosophy Research Seminar

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Spiekermann
Dr Lucia Rubinelli
Availability: Compulsory for all PhD students in the Government Department specialising in political theory. Other interested students are welcome to attend, if numbers permit.
Course content: Guest speakers present papers and initiate discussion at seminars.
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. 4 hours of seminars in the ST.
Assessment: No assessment

GV504
Research Methods in Political Theory

This information is for the 2017/18 session.
Teacher responsible: Prof Anne Phillips and Prof Chandran Kukathas
Availability: This course is compulsory on the MRes Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: This course provides an introduction to the philosophical and methodological foundations of political theory. It aims to give doctoral students a comprehensive conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields and will prepare doctoral students for choosing and reflecting on their methodological approach. The course runs in concurrence with the Political Philosophy Research Seminar and the Doctoral Workshop in Political Theory, complemented by a reading group in the Lent Term on methodological questions in political theory.
Teaching: 20 hours of workshops in the MT. 10 hours of seminars and 20 hours of workshops in the LT. 4 hours of workshops in the ST.
Formative coursework: Regular presentations in the reading group.
Indicative reading: Some possible choices for the reading group:
- Roxanna Euben, 2008, Journeys to the Other Shore, Princeton University Press.
- Jonathan Lear, 2008, Radical Hope: Ethics in the Face of Cultural Devastation, Harvard University Press.
- Lois McNay, 2014, The Misguided Search for the Political: Social Weightlessness in Democratic Theory, Polity Press.
- J. David Velleman, 2013, Foundations for Moral Relativism, Open Book Publishers.
- Jacob Levy, 2015, Rationalism, Pluralism and Freedom, OUP.
- Michael Freeden, 2013, The Political Theory of Political Thinking, OUP.
- Miranda Fricker, 2007, Epistemic Injustice: Power and the Ethics of Knowing, OUP.
- Philip Pettit, 2012, On the People's Terms, CUP.

Assessment: Essay (50%, 4000 words) in the LT.
Essay (50%, 4000 words) in the ST.

GV510 Not available in 2017/18
Ethnicity and Nationalism Research Workshop

This information is for the 2017/18 session.
Teacher responsible: Dr Douglas Hutchinson and Prof John Breuilly
Availability: This course is available on the MPhil/PhD in Government, MRes Political Science and PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.
For MRes/PhD students specialising in Ethnicity and Nationalism, who have attended an LSE Undergraduate or Master's course in this or a related field, or equivalent at another University. By permission, Visiting Students and others may also participate.
Course content: Critical analysis of recent theories and research in the fields of Ethnicity and Nationalism.
Teaching: 8 hours of workshops in the MT. 20 hours of workshops in the LT.
Students may also attend the lectures in GV479 Nationalism and participate (subject to space) in the seminars in this course.
Formative coursework: There is no formative assessment. This is a reading course.
Indicative reading: This changes each year, depending on the theme chosen.
Assessment: There is no examination for this course.

GV513 Half Unit
Qualitative Methods in the Study of Politics

This information is for the 2017/18 session.
Teacher responsible: Dr Steffen Hertog CON4.01
Availability: This course is available on the MRes Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other PhD students must request permission from the class teacher, which is routinely granted subject to capacity.
Course content: This course introduces and critically evaluates, at the advanced postgraduate level, a key range of qualitative techniques and methods in political science. It aims to build students' capability to evaluate such methods and to select, reject, and deploy them in research design and practice.
The course begins with debates over the place of qualitative methods in political science, and the question of how to match ideas to methods. The rest of the course is devoted to exploring a range of qualitative techniques, including case selection, case studies and process tracing, comparisons, interviews and field research, qualitative comparative analysis, and "mixed methods". The content of each week will be integrated as closely as possible with participants' own research projects (even if qualitative work constitutes only a small part thereof). The course is relevant

for political scientists, but also students of development and international relations.
Teaching: 20 hours of seminars in the LT.
Formative coursework: Critiques of articles or books that use the various methodologies discussed in the course.
Indicative reading: G. King, R. Keohane, and S. Verba, Designing Social Inquiry: Scientific inference in qualitative research (Princeton, 1994). Antoinette Burton ed., Archive Stories: Facts, Fictions, and the Writing of History (Duke University Press, 2006). Paul Rabinow, Reflections on Fieldwork in Morocco, first published 1977 (University of California Press, 2007); David Collier and Henry Brady, Rethinking Social Inquiry (Rowman and Littlefield 2010); John Gerring, Case Study Research: Principles and Practices (Cambridge University Press 2007).
Assessment: Essay (30%, 2500 words) in the LT.
Project (70%, 3000 words) in the ST.
(1) A thorough critique of an article which uses one of the methods discussed in the course (2500 words) and (2) EITHER a complete "mock" research design, preferably (although not necessarily) on their own research question (3000 words) OR a discussion of the advantages and limitations of a specific empirical technique, based on a review of at least two pieces of published research (3000 words).

GV514
Political Science and Political Economy Doctoral Workshop

This information is for the 2017/18 session.
Teacher responsible: Dr Stephane Wolton CON 5.08
Availability: This course is available on the MPhil/PhD in Government, MRes Political Science and PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.
Mainly for second and subsequent year research students and staff in Government and elsewhere in the School involved in research in political science and/or political economy. First year MRes and research students are welcome to attend.
Course content: The PSPE Doctoral Workshop/Work in Progress Seminar is intended as a setting in which Research Students from the Government Department present and receive feedback on early stage and ongoing research projects. In weeks when research students do not present, LSE PhD students, LSE staff, and visiting scholars from other departments will present. The Seminar aims to foster a strong and lively research community and as such, welcome empirical or theoretical work linked in any way to politics or political economy.
Teaching: 16 hours and 30 minutes of seminars in the MT. 16 hours and 30 minutes of seminars in the LT. 10 hours and 30 minutes of seminars in the ST.
The workshop will meet every week.
Assessment: Not assessed.

GV515 Not available in 2017/18
Researching People, Politics and Organisations

This information is for the 2017/18 session.
Teacher responsible: Prof Michael Bruter CON406, Prof Edward Page CON3.05 and Prof Martin Lodge CON3.08
Availability: This course is available on the MPhil/PhD in Government and PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.
Optional for second and subsequent year research students in Government and elsewhere in the School involved in researching political science topics. First year students may attend if numbers permit.
Course content: The workshop is for all PhD students doing empirical work in political science, whether quantitative, qualitative or mixed, and whatever theoretical approach they take. Around six of the twelve regular sessions are to be devoted to PhD student presentations and concentrate on setting the problems faced and choices made in approaching the empirical research. In the remaining four sessions we will arrange workshops involving outside speakers dealing with crosscutting issues for which we have experienced substantial demand including issues closely related to the empirical analysis of government such as interviewing techniques and the availability and use of international data banks as well as sessions of more general appeal including on how the UK and US job market works, the journal publishing process and presenting at academic conferences and job interviews. If numbers of students mean that we need more than 10 sessions, we will arrange extra late afternoon sessions, up to five throughout the year, to accommodate the crosscutting issues.
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT.
Indicative reading: Workshops will tailor reading to the research of the participants.

GV517 Half Unit
Comparative Political Economy: New Approaches and Issues in CPE

This information is for the 2017/18 session.
Teacher responsible: Prof David Soskice and Prof Catherine Boone
Availability: This course is available on the MRes Political Science and PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is open to research students from any of the LSE departments.
Pre-requisites: This course will be open to research students (PhD students) from any of the LSE departments.
Course content: This half-unit reading seminar will survey a set of major topics in the Comparative Political Economy (CPE) of advanced capitalist and developing countries. We will consider different analytic strategies for conceptualizing variation in national economic structure, explaining change in economic structure, and understanding the political causes and effects thereof. The seminar is designed for PhD students (research students) across the School wanting to familiarize themselves with some of the major themes, controversies, and research frontiers in CPE. Our goal is to nurture innovation in doctoral-level CPE research at the LSE.
While situating our analyses in the context of a changing global economy, our focus will be on describing and explaining transformation at the level of nation states. Drivers of change can be found in the locus and organization of political power, in technological change, and/or in the dynamics of capital. Our seminar will explore both productive connections and tensions that emerge across these explanatory models.
Course materials are organized around three major topic areas (though like most else in CPE they are interrelated): redistribution, accumulation, and domestic regimes. A great many questions fit into these areas and our idea is that the seminars should enable students to raise issues related to their research.
Teaching: 30 hours of seminars in the LT.
Formative coursework: For formative work, feedback will be provided on a dissertation proposal or chapter.
Indicative reading: Ben Ansell, From the Ballot to the Blackboard: The Redistributive Political Economy of Education Reform, CUP 2014. Beramendi, Hausermann, Kitschelt and Kriesi eds. The Politics of Advanced Capitalism CUP 2015. Brynjolfsson & McAfee, The Second Machine Age, Norton 2014. VoxEU.org, Secular Stagnation: Facts, Causes and Cures CEPR 2014 (chaps by Summers, Eichengreen, Krugman, Gordon, Glaeser, Mokyr, Crafts) Kimberly Morgan, "Path Shifting of the Welfare State: Electoral

Competition and the Expansion of Work-Family Policies in Western Europe", World Politics, Jan 2013. Ellen Meikins Woods, "Unhappy Families: Global Capitalism in a World of Nation-States," Monthly Review, 51/3 (1999). Acemoglu, Daron, and James A. Robinson, Economic Origins of Dictatorship and Democracy (Cambridge: Cambridge University Press, 2006), chapters 2-3 (pp. 15-87). Ali Kadri, Arab Development Denied: Dynamics of Accumulation by Wars of Encroachment (Anthem 2014). Richard F. Doner, The Politics of Uneven Development: Thailand's Economic Growth in Comparative Perspective (Cambridge U. Press, 2009). Harvey, D. The New Imperialism: Accumulation by Dispossession, Monthly Review, 2004. Jean-Paul Azam, Trade, Exchange Rate and Growth in Sub-Saharan Africa (Cambridge University Press), 2008. Ben Ross Schneider, Hierarchical Capitalism in Latin America: Business, Labor, and the Challenges of Equitable Development (CUP 2013).
Assessment: Coursework (100%, 5000 words) in the LT.
Each student will submit a 20-25 page (double spaced) research paper, dissertation proposal, or draft dissertation chapter as the basis of assessment for this course.

GV555
Political Economy and Public Policy Workshop

This information is for the 2017/18 session.
Teacher responsible: Prof Mark Thatcher, Dr Stephen Woolcock, Dr James Morrison and Dr Sara Hagemann
Availability: This course is available on the MPhil/ PhD in European Studies, MPhil/ PhD in International Relations, MPhil/PhD in Government, MRes Political Science and PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.
This workshop is jointly organised by the European Institute, the Government Department and the International Relations Department for research students of these departments working in the general area of political economy and public policy and who have usually passed their first year. Research students from other departments wishing to attend should contact the teachers responsible.
It should be noted that the course has three codes- EU555, GV555 and IR555.
Course content: Presentation and intense discussion of thesis outlines, chapters and related work. A detailed programme is fixed at the start of the year. Seminar presentations by outside speakers may be added.
Teaching: 7 hours and 30 minutes of seminars in the MT. 7 hours and 30 minutes of seminars in the LT.
Seminars take place every other week throughout MT and LT. There is also a mini-conference in the ST, organised by the students themselves.
Assessment: There is no examination for this course. Regular attendance and active participation by all students is required. Each attending student has to give at least one presentation of their thesis research.

GV599
Research Prospectus in Political Science

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Spiekermann CON 5.17
Availability: This course is compulsory on the MRes Political Science. This course is not available as an outside option.
For MRes/PhD students in Political Science only.
Course content: A research paper, not to exceed 10,000 words, related to the student's designated major field, to be submitted in August.
Assessment: Research project (100%, 10000 words) in August.

GV5X1
Research Design in Political Science

This information is for the 2017/18 session.
Teacher responsible: Dr Kai Spiekermann CON.517, Dr Joachim Wehner and Mr Thomas Leeper
Availability: This course is compulsory on the MRes Political Science. This course is available as an outside option to students on other programmes where regulations permit.
Course content: The aim of this course is to help PhD students develop a research design. Students will learn how to find their research questions, choose a feasible data collection or modelling strategy, and match data collection and analytic methods to the aims of the PhD project. We also consider the relation of political theory and political science and explore research methodologies in normative theory. This course is therefore designed to be a primer in asking the right questions, exploring the options available to us and understanding the consequences of the design decisions that we make. Accordingly, this course is ultimately about turning good research questions into systematic projects that deliver interesting and worthwhile results. We also debate issues in research ethics and provide advice on publication strategies
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 6 hours of seminars in the ST.
Weeks 6 and 17 are reading and feedback weeks.
Formative coursework: This is a PhD level Research Design course – we do not intend to have additional essays. Students will give presentations and receive extensive feedback on their work in progress. These are part of formative rather than summative assessment and are an important part of professional development. The main learning outcomes are to help the PhD students develop professional research designs.
Indicative reading: King, G., R. Keohane & S. Verba (1994) Designing Social Inquiry. Princeton UP. Box-Steffensmeier, J., H. Brady & D. Collier (eds) (2008) The Oxford Handbook of Political Methodology. OUP. Dunning, T. (2012) Natural Experiments in the Social Sciences: A Design-Based Approach. CUP. Dryzek, J., B. Honig & A. Phillips (eds.) (2008) The Oxford Handbook of Political Theory. OUP.
Assessment: Essay (20%, 2500 words), essay (20%, 2500 words) and research project (60%) in the ST.

GV5X2
Research Paper in Comparative Politics

This information is for the 2017/18 session.
Teacher responsible: MRes/PhD Political Science Programme Manager
Availability: This course is available on the MRes Political Science. This course is not available as an outside option.
Students on the MRes/PhD in Political Science only.
Course content: Attend a GV-prefixed course from the MSc in Comparative Politics and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.
Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.
Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.
Assessment: Other (100%).
Either a 5,000 word research paper (for a half-unit course) or a 10,000 word research paper (for a full-unit course), to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X3
Research Paper in European Politics and Policy

This information is for the 2017/18 session.
Teacher responsible: MRes/PhD Political Science Programme Manager
Availability: This course is available on the MRes Political Science. This course is not available as an outside option.
Students on the MRes/PhD in Political Science only.
Course content: Attend a GV-prefixed course from the MSc in Comparative Politics and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.
Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.
Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.
Assessment: Other (100%).
Either a 5,000 word research paper (for a half-unit course) or a 10,000 word research paper (for a full-unit course), to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X4
Research Paper in Global Politics

This information is for the 2017/18 session.
Teacher responsible: MRes/PhD Political Science Programme Manager
Availability: This course is available on the MRes Political Science. This course is not available as an outside option.
Students on the MRes/PhD in Political Science only.
Course content: Attend a GV-prefixed course from the MSc in Global Politics and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.
Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.
Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.
Assessment: Other (100%).
Either a 5,000 word research paper (for a half-unit course) or a 10,000 word research paper (for a full-unit course), to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X5
Research Paper in Political Science and Political Economy

This information is for the 2017/18 session.
Teacher responsible: MRes/PhD Political Science Programme Manager
Availability: This course is available on the MRes Political Science. This course is not available as an outside option.
Students on the MRes/PhD in Political Science only.
Course content: Attend a GV-prefixed course from the MSc in Political Science and Political Economy and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. In some instances, students will be expected to complete the assessment method specified by the course convenor where a research paper is not appropriate. Regular attendance and active contributions to the seminars are required.
Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.
Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval where applicable.
Assessment: Other (100%).
Either a 5,000 word research paper (for a half-unit course) or a 10,000 word research paper (for a full-unit course), to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X6
Research Paper in Political Theory

This information is for the 2017/18 session.
Teacher responsible: MRes/PhD Political Science Programme Manager
Availability: This course is available on the MRes Political Science. This course is not available as an outside option.
Students on the MRes/PhD in Political Science only.
Course content: Attend a GV-prefixed course from the MSc in Political Theory and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.
Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.
Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.
Assessment: Other (100%).
Either a 5,000 word research paper (for a half-unit course) or a 10,000 word research paper (for a full-unit course), to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X7
Research Paper in Public Policy and Administration

This information is for the 2017/18 session.
Teacher responsible: MRes/PhD Political Science Programme Manager
Availability: This course is available on the MRes Political Science. This course is not available as an outside option.
Students on the MRes/PhD in Political Science only.
Course content: Attend a GV-prefixed course from the MSc in Public Policy and Administration and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to

the seminars are required
Teaching: Attend the lectures seminars and reading week activities (if applicable) of the relevant MSc course.
Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.
Assessment: Other (100%).
Either a 5,000 word research paper (for a half-unit course) or a 10,000 word research paper (for a full-unit course), to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GY500
Research Project Seminar

This information is for the 2017/18 session.
Teacher responsible: Dr Olmo Silva STC 5.06A, Dr Murray Low STC 5.12 and Dr Benjamin Groom KGS 2.03
Availability: This course is compulsory on the MPhil/PhD Human Geography and Urban Studies, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Environmental Policy and Development and MPhil/PhD in Regional and Urban Planning Studies. This course is not available as an outside option.
Course content: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques.
Teaching: A series of workshops, running throughout the year, organised by each of the three research clusters in the Department of Geography & Environment (Economic Geography; Environmental Economics & Policy; Urbanisation, Planning and Development).
Formative coursework: All students attending this course will be required to present their own research once each year.
Assessment: This course is not intended as preparation for any particular examination.

GY502
Staff / Research Students Seminars

This information is for the 2017/18 session.
Teacher responsible: Prof Simon Dietz TW3 11.01C, Dr Ryan Centner STC.412, Prof Christian Hilber, Dr Felipe Carozzi and Dr Ted Pinchbeck
Availability: This course is compulsory on the MPhil/PhD Human Geography and Urban Studies, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Environmental Policy and Development and MPhil/PhD in Regional and Urban Planning Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.
For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may attend.
Course content: Topical seminar series involving presentations by speakers from both inside and outside the Department on aspects of their own research.
Teaching: There are three different seminar series taking place regularly throughout the year, organised by each of the three research clusters in the Department of Geography & Environment. The Economic Geography cluster seminar series is organized in conjunction with the Spatial Economics Research Centre (SERC); the Environmental Economics & Policy cluster seminar series is organized together with the Grantham Research Institute on Climate Change and the Environment; and the Urbanisation, Planning and Development seminar series. The timing and length of each seminar series vary across research clusters.
Urbanisation, Planning and Development Cluster: *8 x one-and-a-half hour seminars in MT and 8 x one-and-a-half hour seminars in LT
Economic Geography Cluster: *10 x one-and-a-half hour seminars in MT and 10 x one-and-a-half hour seminars in LT
Environmental Economics and Policy Cluster: *11 x one-and-a-half hour seminars in MT, LT and ST
*Note that the actual seminar schedule is subject to change due to availability of speakers.
Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline.

GY526 Half Unit
Advanced Methods in Environmental and Resource Economics: Time, Risk and Environmental Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Antony Millner TW2 Grantham Research Institute and Dr Benjamin Groom STC 420
Availability: This course is available on the MPhil/PhD in Environmental Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.
A strong background in economics is required to take this course for credit. A Master's degree in economics or equivalent will usually be required. Students from the MSc in Environmental Economics and Climate Change and those enrolled on GY426: Environmental and Resource Economics are allowed to audit the course.
Pre-requisites: The course will be core training for the PhD in Environmental Economics. A background in Economics is therefore required to take this course. Students taking the MSc in Environmental Economics and Climate Change or students enrolled on the GY426: Environmental and Resource Economics can audit the course.
Course content: Many of the most important environmental problems require us to choose between policy options with very uncertain, very long-run, consequences. Climate change provides an archetypal example, but this is also true of e.g. biodiversity loss and the decline in global fisheries. This half unit course will introduce you to the decision tools economists use to inform long-run, uncertain, policy choices. We will critically examine these tools, and how they are applied in environmental economics. The aim is to provide you with enough technical background to be able to read current research papers in the field, evaluate their claims for yourself, and begin to formulate your own research questions. Topics will include intertemporal choice and discounting, risk, uncertainty and learning, catastrophes, and some more advanced discussion of dynamic optimization. We will connect some of the economics literature on these topics to parallel discussions in philosophy. We will illustrate the theory we cover with applications to common-pool resource problems, climate change, and renewable and exhaustible resource management.
There will be 5 x 2 hour lectures:
1) Inter-temporal Decision Making;
2) Risk and Uncertainty;
3) Information and Learning;
4) The Economics of Catastrophes;
5) Elements of Dynamic Optimisation.
Teaching: 10 hours of lectures and 5 hours of seminars in the LT.
There will be 5 x 2 hour lectures:
1) Inter-temporal Decision Making;
2) Risk and Uncertainty;
3) Information and Learning;
4) The Economics of Catastrophes;
5) Elements of Dynamic Optimisation.
Formative coursework: Students will be expected to produce 5

problem sets in the LT.
Formative coursework will take the form of a problem set each week.
Indicative reading: Human well-being and the natural environment. Partha Dasgupta, Oxford University Press, 2004; Valuing the Future: Economic Theory and Sustainability. Geoffrey Heal, Columbia University Press. 2000; Pricing the Planet's Future. Christian Gollier, Princeton University Press, 2012; Intergenerational Equity. Geir Asheim, Annual Review of Economics. volumer 2, 197-222; On Second-Best National Saving and Game Equilibrium Growth. E. Phelps and R. Pollak, Review of Economic Studies; The Economics of Risk and Time, Christian Gollier. MIT Press, 2004; Theories of Decision under Uncertainty. Itzhak Gilboa, Econometrics Society Monograph. 2009.
Assessment: Project (100%, 5000 words) in the ST.
The summative assessment project counts for 100% of the overall grade for the course. This project will test understanding of the theoretical methods and their application to real world problems.

HY501
International History Research Student Workshop

This information is for the 2017/18 session.
Teacher responsible: Prof Vladislav Zubok SAR 3.13
Availability: This course is compulsory on the MPhil/ PhD in International History. This course is not available as an outside option.
Course content: The workshop aims to introduce students to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress.
Students yet to pass their upgrade from MPhil to PhD attend the Introductory Workshop, which meets weekly in the Michaelmas term. Meetings are devoted to research and interviewing techniques and mainly practical issues of historical research. Students due to be upgraded attend the Advanced Workshop held in the Lent and Summer terms, the frequency of meetings depending upon the number of participants. The meetings are intended primarily as a forum for reviewing research in progress, with a view to enabling students to pass their upgrade.
Teaching: 20 hours of seminars in the MT. 4 hours of seminars in the LT.
Assessment: This course is not assessed.

HY509
International History Research Seminar

This information is for the 2017/18 session.
Teacher responsible: Prof Vladislav Zubok SAR 3.13
Availability: This course is available on the MPhil/ PhD in International History. This course is not available as an outside option.
Pre-requisites: Students need to have passed their upgrade to PhD.
Course content: Second, third and fourth year PhD students will present their research for discussion. There will also be seminars by staff from within and outside the department on their own research with relevance for PhD students either in terms of subject and/or methodology.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 10 hours of seminars in the ST.
Assessment: This course is not assessed.

HY510
Cold War History Research Seminar

This information is for the 2017/18 session.
Teacher responsible: Dr Roham Alvandi SAR M.12
Availability: This course is available on the MPhil/ PhD in International History. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Second and third year PhD students will present their research for discussion. There will also be seminars by staff from within and outside the department on their own research with relevance for PhD students either in terms of subject and/or methodology.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 10 hours of seminars in the ST.
Indicative reading: See the webpage for the course for further details.
Assessment: The course is not assessed.

IR501
Methods in International Relations Research

This information is for the 2017/18 session.
Teacher responsible: Dr Mathias Koenig-Archibugi CON 4.08
Availability: This course is compulsory on the MPhil/ PhD in International Relations. This course is not available as an outside option.
Course content: The main objective of this course is to familiarise students with the principal approaches to contemporary research in the main branches of International Relations and to help students identify the appropriate methodology for their project. The course is not a technical course on methods. Unless they have taken courses on methodology and methods in their prior studies, students are encouraged to attend appropriate courses at the Department of Methodology. The course will encourage awareness of the relationship between theory and method in the conduct of research. It will highlight trade-offs when choosing specific methods or research designs. Our aim is to train well-rounded academic professionals, who are able to comprehend, critically interrogate, and engage with scholarship employing diverse methodological toolkits. The course therefore aims to expose students to, and generate awareness of, a variety of research methods in the discipline irrespective of the particular approach employed in their doctoral work. The course will aim to promote an environment of mutual support and encouragement amongst first year research students, maximising the potential for cross fertilization between different projects. The course will develop students' presentational skills in a group setting. In addition, sessions on professional development will be offered in the context of the course.
Teaching: 16 hours and 30 minutes of seminars in the MT. 22 hours and 30 minutes of seminars in the LT.
39 hours of seminars spread over MT and LT, beginning in Week 2 MT. In addition, professional development sessions will be offered.
Formative coursework: Students will be expected to prepare presentations on examples of published research, commenting on the methodology adopted and the way in which it is applied. Moreover, students are required to submit a short written piece describing and justifying the methodological choices for their PhD. The aim is to practice writing about methodological choices with a view to the chapter students are going to submit to their Research Panel in the Summer Term. More indications about presentations and the written piece will be provided at the beginning of the course.
Indicative reading: Janet M. Box-Steffensmeier, Henry E. Brady & David Collier (eds), The Oxford Handbook of Political Methodology (Oxford: Oxford University Press, 2008). Alexander L. George and Andrew Bennett, Case Studies and Theory Development in the Social Sciences (MIT Press, 2005); John Gerring, Social Science Methodology: A Unified Framework, 2nd edition (Cambridge and

New York: Cambridge University Press, 2012). Peregrine Schwartz-Shea and Dvora Yanow, Interpretative Research Design: Concept and Processes (London: Routledge 2012); Patrick T. Jackson, The Conduct of Inquiry in International Relations (Routledge, 2010); Gary Goertz and James Mahoney, A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences (Princeton: Princeton University Press, 2012).
Assessment: This course is not assessed.

IR502
International Relations Theory Research Workshop

This information is for the 2017/18 session.
Teacher responsible: Dr Kirsten Ainley CLM.7.07 and Dr George Lawson CLM.5.12
Availability: This course is available on the MPhil/ PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
It is open to all interested research students and faculty with the Department and is available with permission to students on other programmes.
Course content: IR502 is part of the research-training programme for all research students working in the area of international theory, broadly defined to include work in rationalist, constructivist and critical traditions. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars developing innovative theoretical approaches to better explain, understand and critique world politics. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. The papers are circulated in advance.
Teaching: 12 hours of seminars in the MT. 15 hours of seminars in the LT.
Assessment: This course is not assessed.

IR504
Security and Statecraft Research Workshop

This information is for the 2017/18 session.
Teacher responsible: Prof Peter Trubowitz CLM.4.05 and Dr Milli Lake
Availability: This course is available on the MPhil/ PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
It is open to all interested research students and faculty with the Department and is available with permission to students on other programmes.
Course content: IR504 is part of the research-training programme for all research students working in the area of security and statecraft broadly defined. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area draws on diverse theoretic and methodological approaches, and ranges across levels of analysis, regions, and eras. Specific foci of research include diplomacy, foreign and security relations, foreign policy analysis, comparative strategy, identity and security, war and society, state-building, peace-building and conflict resolution, revolutions, human security and genocide.
Teaching: 12 hours of workshops in the MT. 15 hours of workshops in the LT.
Assessment: This course is not assessed.

IR507
International Institutions, Law and Ethics Research Workshop

This information is for the 2017/18 session.
Teacher responsible: Prof Karen Smith CLM.4.09
Dr Uli Sedelmeier CLM.5.06
Availability: This course is available on the MPhil/ PhD in International Relations. This course is not available as an outside option.
It is open to all interested research students and faculty with the Department and is available with permission to students on other programmes.
Course content: IR507 is part of the research-training programme for all research students working on the theory, history or practice international institutions, international law and ethics. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area runs from the study of intergovernmental and nongovernmental institutions and global governance, to the politics of international law, to the ethical and normative dimensions of global politics. It includes, but is not limited to, the study of international institutions such as the European Union, North Atlantic Treaty Organisation, and the International Criminal Court and international issues such as human rights, humanitarian intervention, climate change, and international crime.
Teaching: 12 hours of seminars in the MT. 15 hours of seminars in the LT.
Assessment: This course is not assessed.

IR509
International Relations Research Design Workshop

This information is for the 2017/18 session.
Teacher responsible: Dr Tomila Lankina (for first year research students),
Professor Margot Light (for second year research students).
Availability: This course is compulsory on the MPhil/ PhD in International Relations. This course is not available as an outside option.
This workshop is compulsory for all first year and second year International Relations Department (IRD) research students and open to other interested IRD research students.
Course content: In the first year, this workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist first year research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum in which first year students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront. It also seeks to promote an esprit d'corps amongst the first-year research students by familiarising them with the work of their peers.
In the second year, the focus will be on preparing students for their upgrade Research Panel in the summer. Exactly how the workshop will proceed will be decided by the members in their first session, but the aim is to give students the opportunity to update and refine their research proposals, get peer reactions to the draft chapters

on which the decision to upgrade will be based, and also to talk to each other about the common problems they face. There will also be some sessions to consider such 'professional concerns' as the balance to be struck between teaching and research, the role of presentations at conferences, seminars and similar professional gatherings.
Teaching: In the first year, the workshop will meet starting in week 1 of Lent Term. There will be initial discussions of various theoretical traditions and different approaches to research design within International Relations. All first-year students are required to give a presentation outlining their research to the seminar, a copy of their research proposal (of no more than 5,000 word) being circulated in advance to the workshop participants. There will be two presentations per meeting. Students must also attend IR501 Research Methods Training Seminar and participate in at least one of the Department's other research workshops.
In the second year, the workshop will meet starting in week five of the MT. All members of the workshop are required to present one or more draft chapters of their theses. They will need to provide a copy of the chapter for prior circulation to the workshop participants. Students must also participate in at least one of the Department's other research workshops.
Assessment: This course is not assessed.

IR555
International Political Economy Research Workshop

This information is for the 2017/18 session.
Teacher responsible: Dr Stephen Woolcock CLM.6.13 and Dr James Morrison 95 ALD1.14
Availability: This course is available on the MPhil/ PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.
It is open to all interested research students and faculty with the Department and is available with permission to students on other programmes.
This workshop is run with the Government Department and European Institute (GV555 and EU555).
Course content: IR555 is part of the research-training programme for all research students working in the area of international political economy: the relationship between states and markets in a global context. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area works at multiple levels of analysis and draws on an array of theoretic and methodological approaches from several disciplines. Both historical and contemporary questions are addressed across a range of issues including: trade, migration, global environmental politics, international economic organisations, economic diplomacy, international finance, foreign investment, exchange rates, and monetary relations.
Teaching: 12 hours of seminars in the MT. 15 hours of seminars in the LT.
Assessment: This course is not assessed.

LL500
Doctoral Research Seminar

This information is for the 2017/18 session.
Teacher responsible: Prof Susan Marks NAB.7.14
Availability: This course is compulsory on the MPhil/ PhD in Law. This course is available on the MPhil/PhD in Law (Socio-Legal Theory). This course is not available as an outside option.
Course content: This course aims to equip students with the skills required to undertake advanced legal research. The focus in the MT is on methodological and theoretical issues arising in legal scholarship. The focus in the LT is on the various stages of the PhD process, and on preparation for professional life in academic law beyond the PhD. In the ST an Upgrade Conference is held at which first year research students present their work-in-progress.
Teaching: 22 hours of seminars in the MT. 22 hours of seminars in the LT.
There will be a Reading Week in week 6 of MT and LT
We have an Upgrade Conference in ST. Length of conference is determined by the number of students in that year.
Assessment: There are no examination arrangements. However, attendance in the MT is compulsory for first year research students, and research students in other years are encouraged to attend.

MA500
Mathematics: Seminar on Combinatorics, Games and Optimisation

This information is for the 2017/18 session.
Teacher responsible: Dr Julia Boettcher, Dr Laszlo Vegh and Dr Paul Duetting
Availability: This course is compulsory on the MPhil/ PhD in Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other members of the research community are welcome to attend.
Course content: The seminar ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics, operations research and game theory. The seminar is regarded as an important part of research students' formal training and they are expected to attend and contribute.
Teaching: 33 hours of seminars and 33 hours of seminars in the MT. 33 hours of seminars and 33 hours of seminars in the LT. 21 hours of seminars and 21 hours of seminars in the ST.

MA501
Research Student Seminar

This information is for the 2017/18 session.
Teacher responsible: Dr Peter Allen COL 4.05, Dr Christoph Czichowsky COL 3.11, Dr Pavel Gapeev COL 4.10, Prof Jozef Skokan COL 3.04, Dr Laszlo Vegh NAB.3.05, Dr Julia Boettcher COL 4.03, Dr Paul Duetting COL 3.08 and Dr Albina Danilova COL 4.09
Availability: This course is compulsory on the MPhil/ PhD in Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.
Other members of the research community are welcome to attend.
Course content: The seminars range across many areas of pure, applied and financial mathematics. The emphasis is on topics in discrete mathematics, algorithms, operations research, game theory, financial mathematics and control theory. The seminars are regarded as an important part of research students' formal training and they will all be expected to attend and contribute. Throughout the academic year, students are also invited to give presentations. There are additional reading groups aimed at students working in financial mathematics and discrete mathematics. These are compulsory for students working in this area but other students of the MPhil/PhD in Mathematics are welcome to attend.
See http://www2.lse.ac.uk/maths/Seminars/Financial_Mathematics_Reading_Group.aspx and http://www.lse.ac.uk/maths/Seminars/PhD-Seminar-on-Combinatorics,-Games-and-Optimisation.aspx
Teaching: PhD Seminar on Combinatorics, Games and

Optimisation (MA501.1): 11 one-and-a-half-hour seminars in the MT and LT. 7 one-and-a-half-hour seminars in the ST. LGSMF Portfolio Optimisation Seminar (MA501.2): 11 three-hour seminars in the LT. 7 three-hour seminars in the ST. Financial Mathematics Reading Group Seminar (MA501.3): 11 three-hour seminars and 11 one-hour seminars in the MT and LT. 7 three-hour seminars and 7 one-hour seminars in the ST. Discrete Mathematics Reading Group Seminar (MA501.4): 11 three-hour seminars in the MT and LT. 7 three-hour seminars in the ST. Approximately 80-90 meetings of between 1 and 3 hours throughout the MT, LT and ST, dependent on speakers. See http://www2.lse.ac.uk/maths/Seminars/Research_Seminars.aspx for schedule and more details.

MC500
Research Seminar for Media, Communications & Culture

This information is for the 2017/18 session.
Teacher responsible: Prof Sonia Livingstone TW2.7.01L
Availability: This course is compulsory on the MPhil/PhD in Data, Networks and Society and MPhil/Phd in Media and Communications. This course is not available as an outside option. For Research Students. The course is compulsory for students in the first and second years of the Doctoral Programmes in the Department of Media and Communications. All Research Students in the Department are welcome and encouraged to attend.
Course content: The aim of the course is to raise awareness of theoretical, conceptual and methodological issues in the interdisciplinary field of media and communications research and to develop students skills with respect to theory building, research design and implementation. The course focuses, in particular, on the key conceptual issues and analytical strategies required in media and communication research, with special reference to the study of the changing environment of media production, dissemination and consumption, under conditions of globalization and digitization of information
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
Compulsory for first and second year students and open to others. There may be additional seminars or workshops in Summer Term.
Indicative reading:
- Manuel Castells, Communication Power, OUP, 2009;
- Lilie Chouliaraki (ed), Self-mediation: New media, citizenship and civil selves, Routledge, 2012;
- Lilie Chouliaraki, The Spectatorship of Suffering, Sage, 2006;
- Peter Dahlgren, Media and civic engagement: citizens, political communication, and democracy Cambridge 2008;
- Klaus B. Jensen (ed), A Handbook of Media and Communication Research, Routledge, 2002;
- Leah A Lievrow and Sonia Livingstone (eds.) The Handbook of New Media (updated edition), Sage, 2006;
- Robin Mansell, Imagining the Internet, OUP, 2012;
- Robin Mansell, Chrisanthi Avgerou, Danny Quah and Roger Silverstone (eds.), Oxford Handbook of Information and Communication Technologies, Oxford, 2007;
- Roger Silverstone, Media and Morality: The Rise of the Mediapolis, Polity, 2006.
- Other reading will be given as appropriate during the course.

Assessment: This course is based predominantly on student presentations on their work in progress. Students are expected to use MC500 seminars as a key resource towards their Upgrade document at the end of their 1st year of study and towards the submission of their formative assessment document at the end of their 2nd year of study.

MC5M2
Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2017/18 session.
Teacher responsible: Dr Jean-Christophe Plantin TW3.7.01i
Availability: This course is compulsory on the MPhil/PhD in Data, Networks and Society. This course is available on the MPhil/PhD in Media and Communications. This course is not available as an outside option.
Course content:
i. Principles of Research in Media and Communications: a series of lectures offered by Department of Media and Communications faculty in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.
ii. Principles of Social Research: Workshop (three hours) x 10 Lent Term (5 comprised of two x 1.5 hour sessions and 5 comprised of one x 3 hour sessions) offered by Department of Media and Communications faculty in Lent Term. Students are required to participate in all ten workshops.
iii. Principles of Social Research Analysis: Students have to take at least one quantitative analysis course offered by the Department of Methodology (MY551M is the basic option). In addition, students need to take either another quantitative or a qualitative analysis course offered by the Department of Methodology. The combination of courses must be approved by the supervisor and discussed with the MC5M2 convenor.
Teaching:
i. Principles of Research in Media and Communications: Lecture (one hour) x 10 Michaelmas Term; Lecture on Writing Methodological Chapters and Papers (one hour) x 1 Lent Term.
ii. Principles of Social Research: Workshop (three hours) x 10 Lent Term (each comprised of two 1.5 hour sessions).
iii. Principles of Social Research Analysis: Quantitative analysis course in Michaelmas Term: Lecture (two hours) x 9 Michaelmas Term; Computer class (one hour) x 9 Michaelmas Term; Quantitative or Qualitative Analysis course in Lent Term (Varies depending on the course): Lecture (two hours) x 9 Lent Term; Computer class or Seminar (one hour) x 9 Lent Term.
Formative coursework:
i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1,500 words in week 11 of MT.
ii. Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.
iii. Principles of Social Research Analysis: Most quantitative analysis courses require weekly assignments. The qualitative analysis courses vary in their formative assessment.
Indicative reading:
- Alasuutari, P. (1995). Researching Culture: Qualitative Method and Cultural Studies. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). Approaches To Media Discourse. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) Media Research Methods. Audiences, Institutions and Texts. New York: Palgrave.
- Bryman, A. (2012). Social Research Methods. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). Researching Communications: A Practical Guide to Methods in

Media and Cultural Analysis. London: Hodder Education.
- Flick, U. (1998). An Introduction to Qualitative Research. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). Mass Communication Research Methods. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). A Handbook of Qualitative Methodologies for Mass Communication Research. London; New York: Routledge.
- Kent, R. (1994). Measuring Media Audiences. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). Visual Methodologies: An Introduction to Researching with Visual Materials. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). Researching Audiences: A Practical Guide to Methods in Media Audience Analysis. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). Doing Qualitative Research: A Practical Handbook. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Exam (34%, duration: 2 hours) in the main exam period.
Coursework (66%) in the ST.
Description of assessment:
1 Coursework: One written assignment of either 5,000 or 7,000 words to be submitted in Summer Term, depending on the MY courses selected.
2 One two-hour examination in Summer Term relating to Quantitative Analysis (e.g. MY551) and one two-hour examination in Summer Term if another quantitative analysis course is taken (see Department of Methodology course guides).
Note: Summative assignments differ depending on the components of the methodological training taken by the students. Students must pass all components of MC5M2.

MG500
Information Systems PhD Seminar Series and Workshops

This information is for the 2017/18 session.
Teacher responsible: Prof Jannis Kallinikos NAB3.24 and Prof Chrisanthi Avgerou
Availability: This course consists of a series of seminars and workshops at which PhD students present their work in progress.
Course content: This seminar series provides a forum for research students in management to present work in progress. Outside speakers may be invited from time to time.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 20 hours of seminars in the ST.
For 2015/16 this will consist of a weekly, two hour, student-led seminar in weeks 2-9 of all three terms. There will also be one full-day PhD workshop with a guest speaker MT & LT. Details of these workshops are listed on the ISIG News and Events page and emailed to students and staff as they are arranged.
Assessment: There is no formal assessment but all students are expected to attend the one day workshops and must email the course teacher to explain any absences. Attendance at the weekly seminars is more flexible but students should make an effort to attend as many as possible and to be involved in the organisation of at least one per year.

MG501 Not available in 2017/18
Employment Relations and Organisational Behaviour Seminar

This information is for the 2017/18 session.
Teacher responsible: Prof David Marsden NAB 4.22 and Dr Daniel Beunza NAB 4.27
Course content: The PhD seminar in Employment Relations and Organisational Behaviour draws upon organisational, psychological and employment relations theories to advance an understanding of individual, group and firm behaviour. The course covers a number of issues at an advanced level, and introduces students to emerging topics in various fields such as Organisational Behaviour and Employment Relations, including employment systems, employee voice, status, trust, social exchange theory, organisational justice, ethics and ethical climate, and corporate social responsibility. The seminar discussions will be led by a combination of faculty at the EROB group within LSE and prestigious visiting faculty. Throughout the course, students will be exposed to the methodological issues related to conducting research in an up-and-coming area where the research questions may be less known. These methodological issues will provide continuity across the substantively different topics featured on the course.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT. 10 hours of seminars in the ST.
Indicative reading: The following reading list covers six weeks of seminars. All other readings will appear on Moodle. Anderson, J. C., & Gerbing, D. W. (1988). Structural Equation modeling in practice: A review and recommended two-step approach.Psychological Bulletin, 103, 411-423. Bentler, P. M., & Chou, C. (1987). Practical issues in structural modelling. Sociological Methods and Research, 16, 78-117. MacCallum, R. C., & Austin, J. T. (2000). Applications of structural equation modeling in psychological research. Annual Review of Psychology, 51, 201-226. Mueller, R. (1997). Structural equation modeling: Back to basics. Structural Equation Modeling, 4, 353-369. Chen, F. F., & West, S. G. (2008). Measuring individualism and collectivism: The importance of considering differential components, reference groups, and measurement invariance. Journal of Research in Personality, 42, 259-294. Jackson, D. L., Gillaspy, J. A., Jr., & Purc-Stephenson, R. (2009). Reporting practices in confirmatory factor analysis: An overview and some recommendations. Psychological Methods, 14, 6-23. Schmitt, N., & Kuljanin, G. (2008). Measurement invariance: Review of practice and implications. Human Resource Management Review, 18, 210-222. Vandenberg, R. J., & Lance, C. E. (2000). A review and synthesis of the measurement invariance literature: Suggestions, practices, and recommendations for organizational research. Organizational Research Methods, 3, 4-70. Wu, C.-H., Chen, L. H., & Tsai, Y.-M. (2009). Longitudinal invariance analysis of the Satisfaction with Life Scale. Personality and Individual Differences, 46, 396-401. MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. Psychological Methods, 7, 83-104. Preacher, K. J. (2014). A primer on interaction effects in multiple linear regression. http://www.quantpsy.org/interact/interactions.htm. Preacher, K. J., Curran, P. J., & Bauer, D. J. (2006). Computational tools for probing interaction effects in multiple linear regression, multilevel modeling, and latent curve analysis. Journal of Educational and Behavioral Statistics, 31, 437-448. Preacher, K. J., Rucker, D. D., & Hayes, A. (2007). Assessing moderated mediation hypotheses: Theory, methods, and prescriptions.Multivariate Behavioral Research, 42, 185-227. Burkholder, G. J., & Harlow, L. L. (2003). An illustration of a longitudinal cross-lagged design for larger structural equation models.Structural Equation Modeling, 10, 465–486.
Assessment: Essay (100%, 8000 words) in the ST.

MG502 Half Unit Not available in 2017/18
Foundations of Social Research in Information Systems: Paradigms and Traditions

This information is for the 2017/18 session.
Teacher responsible: Prof Jannis Kallinikos NAB3.24
Availability: This course is compulsory on the MPhil/ PhD in Information Systems. This course is available with permission as an outside option to students on other programmes where regulations permit.

Compulsory for MPhil/PhD Informations Systems and Innovation students in their first year. Students from related PhD programmes who are interested in epistemological paradigms may be able to join the course with the teacher's permission.
Course content: The course introduces the foundations of social research and the key issues concerning the status of knowledge and the forms by which it is acquired. The course deals with the principal paradigms/traditions in the philosophy of science and epistemology and the answers they have provided to the basic questions concerning the status of knowledge claims and the forms by which valid knowledge claims can be made. The main focus of the course concerns the ways by which these key epistemological paradigms have been applied in the fields of Information Systems and Organization Studies. The course is structured around the following basic epistemological paradigms: Positivism Critical Realism Constructivism Hermeneutics, Phenomenology Critical Theory Structuralism Postmodernism
Teaching: 2 hours of lectures, 9 hours of lectures and 9 hours of seminars in the MT.
Indicative reading: Archer, M. et al. (eds.), (1998) Critical Realism, Readings. London: Routledge; Dreyfus, H & Rabinow, P. (1982) Michel Foucault: Beyond Structuralism and Hermeneutics. London: Harvester; Crotty, M. (1998), The Foundations of Social Research: Meaning and Perspective in the Research Process. London: Sage; Lakatos, I. & Musgrave, A. (eds.) (1970) Criticism and the Growth of Knowledge. Cambridge: Cambridge University Press; Morgan, G. (1983) Beyond Method: Strategies for Social Research. London: Sage; Myers, M.D. & Avison, D. (eds.) (2002) Qualitative Research in Information Systems. London: Sage.
Assessment: Essay (100%, 7000 words) in the LT.
An essay of between 5,000-7,000 words to be submitted by the end of March.

MG503 Half Unit
Interpretations of Information

This information is for the 2017/18 session.
Teacher responsible: Prof Jannis Kallinikos NAB3.24, Dr Edgar Whitley and Dr Carsten Sorensen
Availability: This course is compulsory on the MPhil/ PhD in Information Systems. This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: Other MSc students may follow this course but a good knowledge of information technology is required.
Course content: The course explores the theoretical foundations of information and the technological and institutional processes by which information is increasingly becoming a pervading and crucial element of organizational and economic life. A central theme of the course is how information and the technologies by which it is produced and disseminated are involved in the constitution and coordination of organizational operations and the control of professional practices and organizational outcomes.
Teaching: 20 hours of seminars in the LT.
Indicative reading: Indicative readings are given below. A full reading list will be provided at the start of the course.
Borgmann A (2010) Reality and technology. Cambridge Journal of Economics 34(1), 27-35. Henderson RM and Clark KB (1990) Architectural Innovation: The Reconfiguration of Existing Product Technologies and the Failure of Established Firms. Administrative Science Quarterly 35(1), 9-30. Kallinikos J, Aaltonen A and Marton A (2012) The Ambivalent Ontology of Digital Artifacts. MIS Quarterly 37(2), 357-370. Mathiassen L and Sørensen C (2008) Towards A Theory of Organizational Information Services. Journal of Information Technology 23(4), 313-329. Tilson D, Lyytinen K and Sørensen C (2010) Research commentary: Digital Infrastructures: The Missing IS Research Agenda. Information Systems Research 21(5), 748–759. Urry J (2000) Mobile Sociology. British Journal of Sociology 51(1), 185-203. Weick KE (1993) The collapse of sensemaking in organizations: The Mann Gulch disaster. Administrative Science Quarterly 38, 628-652. Yoo Y, Boland RJ, Lyytinen K and Majchrzak A (2012) Organizing for Innovation in the Digitized World. Organization Science 23(5), 1398-1408.
Assessment: Essay (100%, 7000 words).
An essay of 7,000 words (100%).

MG505 Half Unit Not available in 2017/18
Contemporary Topics in Organisational Behaviour

This information is for the 2017/18 session.
Teacher responsible: Dr Shoshana Riza
Availability: This course is compulsory on the MRes/PhD in Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Information Systems and Innovation). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Advanced course on current topics in organisational behaviour. Sessions are led by different faculty members from the department with the purpose of introducing and discussing contemporary topics in the field of organisational behaviour, typically drawn from the faculty members' research expertise. Throughout the course, students are exposed to the methodological and conceptual issues related to conducting research in contemporary organisational topics.
Teaching: 30 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
The goal of this assignment is to enable students to begin thinking through the logic of critically evaluating research areas and suggesting future research.
Indicative reading: Each faculty presenter will select his/her own reading list, which will rely heavily on journal articles (for example, Academy of Management Review, Journal of Applied Psychology, Journal of Organisational Behaviour). An extensive reading list is provided at the start of the course. Indicative readings for one faculty presenter's session include: Berg, J. M., Grant, A. M., & Johnson, V. (2010). When callings are calling: Crafting work and leisure in pursuit of unanswered occupational callings. Organization Science, 21(5), 973-994. Bunderson, J. S., & Thompson, J. A. (2009). The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work. Administrative Science Quarterly, 54(1), 32-57. Dobrow, S. R. (2013). "Dynamics of calling: A longitudinal study of musicians." Journal of Organizational Behavior, 34(4), 431-452. Dobrow, S. R., & Tosti-Kharas, J. (2011). Calling: The development of a scale measure. Personnel Psychology, 64(4), 1001-1049. Wrzesniewski, A., McCauley, C. R., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. Journal of Research in Personality, 31(1), 21-33.
Assessment: Coursework (100%, 5000 words) in the MT.
Summative assessment will be based on a conceptual paper (5,000 words), which will be supported by one formative assessment.

MG506 Half Unit Not available in 2017/18
Micro Organisational Behaviour in Organisations

This information is for the 2017/18 session.
Teacher responsible: Dr Uta Bindl NAB 4.01
Availability: This course is compulsory on the MRes/PhD in Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Information Systems and Innovation). This course is available with permission

as an outside option to students on other programmes where regulations permit.
Course content: This course seeks to provide PhD students with the underlying foundations of understanding Organisational Behaviour. Specifically, this course will introduce students to psychology theories and research, with a focus on micro-level research. Sessions are highly interactive, such that students are required to critically engage with Organisational Behaviour Theory, as well as to start familiarising themselves with formulating research-related questions in Organisational Behaviour.
Teaching: 30 hours of seminars in the MT.
Formative coursework: Formative feedback on the individual presentation, as well as on the assignment, will be provided throughout the course, such that students will informally present work in progress on the individual presentation, as well as on the assignment, during the sessions.
Indicative reading: The course relies heavily on journal articles (for example, Academy of Management Journal, African Journal of Management, Journal of Applied Psychology, Journal of Organizational Behaviour). The focus of papers will be on introducing the core areas of Micro Organisational Behaviour in Organisation, as well as will emphasise on how to formulate 'relevant' research questions and to build conceptual arguments in Organisational Behaviour. The readings will also cover a balanced mix between conceptual papers, as well as different types of empirical papers, to encourage a familiarisation of students with different research approaches of discussing Micro Organisational Behaviour. Indicative readings include: Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? Academy of Management Perspectives, 21(1), 36-59. Davis, M.S. (1971). That's Interesting: Towards a Phenomenology of Sociology and a Sociology of Phenomenology, Phil. Soc. Sci., 1:4, 309-344. Hewlin, P. F. (2009). Wearing the cloak: Antecedents and consequences of creating facades of conformity. Journal of Applied Psychology, 94, 727-741. Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. Journal of Applied Psychology, 87, 765-780. Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. Journal of Management, 34, 410-476. Parker, S. K. (2014). Going Beyond Motivation: Work Design for Development, Health, and Ambidexterity. Annual Review of Psychology, 65(1), 661-691. Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. Academy of Management Journal, 37(3), 580-607. Tett, R.P. and Burnett, D.D. (2003). A personalty trait-based interactionist model of job performance Journal of Applied Psychology, 88(3), 500-517. Williams, M. L., McDaniel, M., & Nguyen, N. T. (2006). A meta analysis of the antecedents and consequences of pay level satisfaction. Journal of Applied Psychology, 91, 392-413.
Assessment: Essay (60%, 2500 words) and presentation (40%) in the MT.

MG507 Half Unit Not available in 2017/18
Organisational Behaviour in Context

This information is for the 2017/18 session.
Teacher responsible: Dr Chia-Huei Wu NAB 4.27 and Dr Tara Reich NAB
Availability: This course is compulsory on the MRes/PhD in Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: MG505 Contemporary Topics in Organisational Behaviour and MG506 Micro Organisational Behaviour in Organisations.
Course content: This course will focus on the influence of context (e.g. time, organisational structure, and culture) in shaping organisational behaviour. It will broaden students' scope of learning by enhancing their understanding of different ways that context can influence employees' behaviour in work settings and offering opportunities to apply their learning to generate knowledge for their own future OB research.
Teaching: 30 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 presentation in the MT.
Students will present their ideas for how to incorporate context (in one of the forms discussed in the course) into their area of research interest. The presentation supports ILO #4. Students will receive feedback from their peers as well as the course instructor(s) (supporting ILO #3), which they will then use to develop their ideas into the summative paper.
Indicative reading: The course relies heavily on journal articles (for example, Academy of Management Review, Journal of Applied Psychology, Journal of Organizational Behaviour). An extensive reading list is provided at the start of the course. Indicative readings include: Johns, G. (2006). The essential impact of context on organizational behavior. Academy of Management Review, 31, 386-408. Johns, G. (2001). In praise of context. Journal of Organizational Behavior, 22, 31-42. Meyer, R. D., Dalal, R. S., & Hermida, R. (2010). A review and synthesis of situational strength in the organizational sciences. Journal of Management, 36, 121-140. Tett, R.P. and Burnett, D.B. (2003). A personality trait-based interactionist model of job performance. Journal of Applied Psychology, 88(3): 500–17. Hershcovis, M. S., & Reich, T. C. (2013) Integrating workplace aggression research: Relational, contextual, and method considerations. Journal of Organizational Behavior, 34: S1, pp. S26–S42. Giumetti, G. W., Hatfield, A. L., Scisco, J. L., Schroeder, A. N., Muth, E. R., & Kowalski R. M. (2013). What a rude e-mail! Examining the differential effects of incivility versus support on mood, energy, engagement, and performance in an online context. Journal of Occupational Health Psychology, 18, 297-309.
Assessment: Essay (100%, 5000 words) in the MT.
Summative assessment will be based on a conceptual paper (5,000 words), which will be supported by two forms of formative assessment.
Conceptual paper: Students will be required to identify a specific topic of organisational behaviour as well as at least one form of context they plan to address. Students will be expected to (1) describe the importance of the topic, (2) review the existing literature in the area, (3) elaborate why focusing on the role of context can advance the existing understanding, (4) elaborate the theories/models/research approaches that they have chosen to adopt to understand the role of context for the selected topic, (5) propose a new perspective or a conceptual model based on their selected theory/model/research approach and finally (6) discuss the potential contributions of their conceptual work and make suggestions for future research.
The emphasis of the conceptual paper will be on applying theories/models/research approaches taught in the course to generate insights into an existing OB topic by considering the influence of context. Students will be expected to draw on a number of individually-sourced scholarly readings, synthesise theoretical frameworks and empirical findings when needed, and develop a new perspective to understand the selected topic. The conceptual paper will be due at the start of LT week 1, and will be supported by two formative academic journal peer review sessions (weeks 9 and 10) as well as a presentation session (week 11).

MG512 Half Unit Not available in 2017/18
Marketing: Consumer Behaviour

This information is for the 2017/18 session.
Teacher responsible: Prof Amitav Chakravarti NAB 5.13
Availability: This course is compulsory on the MRes/PhD in Management (Marketing). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course objective is to familiarize students with research in cognitive psychology, social psychology, and marketing on information processing and judgment and decision making related topics to better understand and develop marketing strategies that affect consumer behavior. There are two main aims of this course: (1) to give students a strong foundation for critical thinking in the area of consumer behavior, and (2) to enable students to conceptualize, develop and operationalize research ideas. Therefore, the focus is on understanding current theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. This means that students have to actively read prior research in different areas – try to understand the authors' ideas and develop the habit of constructive criticism of the research. To encourage this habit, the role of author of certain papers may be assigned to some students in the class and the role of reviewer assigned to others.
Teaching: 30 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay and 1 essay in the MT.
Indicative reading:
- Higgins, E. T., & Kruglanski, A. W. (Eds.). (2007). Social psychology: Handbook of basic principles (2nd ed.). New York: Guilford Press.
- Cognitive Psychology: Mind and Brain, Edward E. Smith, Columbia University, Stephen M. Kosslyn, Stanford University, 2007 | Pearson
- Bazerman, Max H. (1994), Judgment in Managerial Decision Making, John Wiley & Sons.
- Russo, J.E. and P.J.H. Shoemaker (1989), Decision Traps, Doubleday.
- Thaler, Richard H. (1992), The Winner's Curse: Paradoxes and Anomalies of Economic Life, Princeton University Press.

Assessment: Essay (40%, 2500 words), essay (40%, 2500 words), essay (5%, 1200 words), essay (5%, 1200 words), essay (5%, 1200 words) and essay (5%, 1200 words) in the MT.
Participants will be required to (a) write 4 short, 2-page critiques of a paper from the reading lists in order to demonstrate their understanding of an area/topic, and (b) develop 2 new research ideas (throughout MT) that will help participants advance the current state of knowledge. An additional preliminary critique paper and research idea paper will be used as formative assessments. The latter two new research idea papers, weighted 40% and 40% respectively, will be used as the summative assessment components. The balance 20% of the grade will be based on the last 4 short, 2-page critiques of specific papers in the reading list.

MG513 Half Unit Not available in 2017/18 Marketing: Quantitative Modelling

This information is for the 2017/18 session.
Teacher responsible: Prof Om Narasimhan NAB 5.06
Availability: This course is compulsory on the MRes/PhD in Management (Marketing). This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Requiring some understanding of calculus, probability, statistics and matrix algebra, the course is designed to develop the quantitative foundations for marketing decisions. Both theoretical models which help analyse marketing issues, and decision-support models will be covered. Features of the course include a focus all marketing decisions: product, pricing, advertising, salesforce and distribution. All necessary analysis tools from resource allocation models to NEIO (New Empirical Industrial Organization) models will be discussed. A comprehensive set of exercises will enable students to test their knowledge of models and their understanding of the material discussed in class. The course will also incorporate recent research findings in all aspects of marketing including online marketing and social media marketing.
Teaching: 30 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 1 essay and 1 essay in the LT.
Indicative reading:
- Lilien GL, Kotler Ph, Moorthy KS. Marketing Models. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. Building Models for Marketing Decisions. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. Market Response Models: Econometric and Time Serie Analysis. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. Marketing Engineering, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. Models and Managers: The Concept of a Decision Calculus. Management Science 1970; 16: B466-B485.

Assessment: Essay (40%, 2500 words), essay (40%, 2500 words), essay (5%, 1200 words), essay (5%, 1200 words), essay (5%, 1200 words) and essay (5%, 1200 words) in the LT.
Participants will be required to write 4 short 2-page critiques of a paper from the reading lists in order to demonstrate their understanding of an area/topic (these critiques might involve the analysis of a dataset as well), and (b) develop 2 new research ideas (throughout MT) that will help participants advance the current state of knowledge. An additional preliminary critique paper and research idea paper will be used as formative assessments. The latter two new research idea papers, weighted 40% and 40% respectively, will be used as the summative assessment components. The balance 20% of the grade will be based on the last 4 short, 2-page critiques of specific papers in the reading list.

MG515 Half Unit Not available in 2017/18 Social Organisation

This information is for the 2017/18 session.
Teacher responsible: Prof Harm Barkema
Availability: This course is compulsory on the MRes/PhD in Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available with permission as an outside option to students on other programmes where regulations permit.
Pre-requisites: MG506 Micro Organisational Behaviour in Organisations ('M-OB') and MG514 Macro OB: Organisation and Management Theory.
Course content: Management research – and more specifically, OB and OMT – in the 21st century, is broadening its focus at an increasing pace (as measured by the number of papers recently published in our top journals, and 'in press'), by also studying organizations with social goals. For instance, corporations with social goals (e.g., CSR programs, supply chains with social goals), social enterprises or entrepreneurship under broader social programs (e.g., to increase employment, or women empowerment), NGOs, charities, social movements, incubators with social goals, and – at a more micro-level – 'calling' of workers, moral contracting and ideological currency. The course helps PhD students to understand key theoretical and methodological aspects of this emerging research, including of non-Western contexts, and to develop the insights and skills to formulate their own research agenda in this domain.
Teaching: 15 hours of lectures and 15 hours of seminars in the MT.
Formative coursework: Students will be expected to produce 1 essay in the MT.
The formative assignment will be to develop an "outline" version of the conceptual paper to be written for the summative assignment (rather than a full write-up). The goal of this assignment is to enable students to begin thinking through how to formulate a research agenda in this domain. We will devote our last course

session to debriefing and providing peer feedback on these outlines.
Indicative reading: Each faculty presenter will select his/her own reading list, which will rely heavily on journal articles (for example, Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology). An extensive reading list is provided at the start of the course.
Assessment: Coursework (100%, 5000 words) in the MT.

MG576 Half Unit Not available in 2017/18
Corporate Social Responsibility and International Labour Standards

This information is for the 2017/18 session.
Teacher responsible: Prof David Marsden NAB 4.22
Availability: This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is not available as an outside option.
Course content: This course examines the human resource management (HRM) and employment relations (ER) strategies of global corporations, with the aim of understanding both the causes of different strategic choices and the consequences of these strategies for diverse stakeholders. It takes the perspective that HRM/ER strategies are influenced by a range of variables, including internal business strategy and resources, as well as external factors such as national legislation, business systems and culture, and regional and global institutions.
The lecture and group-work content are the same as for MG476, but with a special tutorial-style additional programme of work for the doctoral students taking this elective. Assessment will be by the summer examination for MG478 and a 3500 word extended essay.
Teaching: 10 hours of lectures, 15 hours of seminars and 7 hours of help sessions in the LT.
Lectures: 10 hours
Group work: 15 hours (Auditing MG478 classes)
Doctoral tutorials: 7 hours (two-weekly intervals)
Formative coursework: Students will be expected to produce 1 essay in the LT.
Indicative reading: Vogel, D. (2005) The Market For Virtue: The Potential and Limits of Corporate Social Responsibility, Washington D.C.: Brookings Institution Press. Crane, A. et al. (2008) The Oxford Handbook of Corporate Social Responsibility, Oxford: OUP. Elliot, K.A. and Freeman, R. (2003) Can Labor Standards Improve Under Globalization?, Washington D.C.: Peterson Institute for International Economics. Locke, R., Qin, F. & Brause, A. (2007) 'Does monitoring improve labor standards? Lessons from Nike,' Industrial and Labor Relations Review, 61, 1: 3- 31.
Assessment: Exam (40%, duration: 2 hours) in the main exam period.
Essay (60%, 3500 words) in the ST.

MG599 Not available in 2017/18
Research Paper in Management

This information is for the 2017/18 session.
Teacher responsible: Prof Amitav Chakravarti NAB 5.13
Availability: This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Information Systems and Innovation), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is not available as an outside option.
Course content: Students produce a research paper, between 7,000 and 15,000 words, related to the student's designated major field, to be submitted at the end of Lent Term.
Formative coursework: Students will be expected to produce 10 pieces of coursework in the LT and ST.
Feedback on progress will be provided by the student's PhD Programme director.
Assessment: Coursework (100%, 15000 words) in the LT.

MY500 Half Unit
Fundamentals of Social Science Research Design

This information is for the 2017/18 session.
Teacher responsible: Dr Alasdair Jones COL8.12
Availability: The course is available to all research students.
Course content: Research design necessitates trade-offs between the strengths and weaknesses of different feasible options. This course aims to introduce the broad range of design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative and qualitative research, including issues of data quality, analysis, reporting and reproducibility. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective and will be better equipped to implement and make arguments defending the methods they use in their PhD theses.
Teaching: 20 hours of lectures and 8 hours of seminars in the MT. Week 6 is a Reading Week during which students work independently on their formative assignments.
Indicative reading: Robson, Colin and McCartan, Kieran (2015, 4th edition). Real World Research. London: John Wiley.
Assessment: Research proposal (30%) in the MT.
Other (60%) in the ST.
Class participation (10%).
Research Proposal (1000 words), submitted in week 11 of MT (30%). Research Design (5000 words), submitted in Week 1 of ST (60%).

MY505 Half Unit
Research Methods for Evaluation in Health, Development and Public Policy

This information is for the 2017/18 session.
Teacher responsible: Dr Flora Cornish COL.8.09
Availability: This course is open to any Research level student.
Pre-requisites: There are no prerequisites but some familiarity with qualitative research methods is expected. Please contact the course convenor if unsure.
Course content: This course aims to equip students with the methodological knowledge and research skills to be able to design and critically appraise evaluation research. In the context of the rise of evidence-based policy, the course is designed to extend students' abilities to use evaluative information carefully and critically. The course takes a mixed methods approach. It covers the major quantitative designs, including randomized experiments and observational (i.e. non-randomized) research designs such as selection on observables, difference-in-differences, and the regression discontinuity design. It covers qualitative and participatory research designs and their contribution to formative research, process evaluation, realist evaluations, interpreting outcomes, and assessing transferability to other settings. As well as the major design issues, the course addresses practical and ethical issues of evaluation research, how to write a study protocol, and how to draw lessons from a body of evidence through reviewing and synthesising evidence. Examples from the fields of health, international development and public policy will be used throughout the lectures and seminars.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

10 x 1.5 hour lectures
9 x 1.5 hour seminars
Formative coursework: Students will be expected to produce 1 essay in the LT.
Students write a critical review (1,500 words) of a published evaluation report.
Indicative reading: Angrist, J. D. and Pischke, J-S. (2014) Mastering Metrics: The Path from Cause to Effect. Princeton University Press. Bell, S. & Aggleton, P. (2016). Monitoring and Evaluation in Health and Social Development: Interpretive and Ethnographic perspectives. London: Routledge. Cartwright, N. & Hardie, J. (2012). Evidence-Based Policy: A practical guide to doing it better. Oxford, UK: Oxford University Press. Glennerster, R. and Takaarasha, K. (2013) Running Randomized Evaluations: A Practical Guide, Princeton University Press. Patton, M. Q. (2015). Qualitative Research and Evaluation Methods. (4th Edition). London: Sage.
Assessment: Coursework (50%, 2500 words) in the LT.
Essay (50%, 2500 words) in the ST.
50% group-based coursework. Students work in groups to develop an evaluation design, and write it up individually (2,500 words). 50% essay. Students are given a choice of essay questions, in response to which they write one essay (3,000 words).

MY521 Half Unit
Qualitative Research Methods

This information is for the 2017/18 session.
Teacher responsible: Dr Eleanor Knott (MT) and Dr Flora Cornish, COL.8.09 (LT)
Availability: The course is available to all research students.
Course content: This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups participant observation, and selecting documents and new media data.. Second, we cover analysis, using thematic, content, and discourse analysis. Issues of research design, quality indicators, epistemology and ethics are addressed.
This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY526 Doing Ethnography, MY527 Qualitative Research with Non-Traditional Data, or MY528 Qualitative Text Analysis. Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.
Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.
The course runs twice per year: in MT and again in LT. The content of the course is exactly the same in each term. Week 6 is a Reading Week, during which students work independently on their formative assignments.
Formative coursework: Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.
Indicative reading: M Bauer; G Gaskell, (2000). Qualitative Researching with Text, Image and Sound, London: Sage; U Flick, (2009). An Introduction to Qualitative Research, 4th edition, London: Sage; C Seale, G Gobo, JF Gubrium, & D Silverman, (2004). Qualitative Research Practice. London: Sage. Please Note: No single publication covers the whole content of the course.
Assessment: Project (100%, 5000 words) in the ST.
One final written project of 4000-5000 words, based on seminar exercises (100%). It takes the form of a research project report, with detailed appendices documenting the methods of data collection and analysis used.

MY526 Half Unit
Doing Ethnography

This information is for the 2017/18 session.
Teacher responsible: Dr Chana Teeger COL7.06
Availability: This course is available to all research students.
Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.
Course content: Doing ethnography enables us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. Contemporary conditions of globalisation, individualisation, bureaucratisation and digitisation introduce new challenges for such fieldwork. This interdisciplinary course equips students with a practical understanding of how to do, and to think about, contemporary ethnography. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with book-length exemplars, and through students' experience of fieldwork. Fieldwork is a key component of the course, with students collecting data in a setting closely related to their PhD topic. Data collection is followed by data analysis and presentation activities. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include access to study sites, studying elite and marginalised groups, innovative sources of data, and writing field notes. Emphasising that ethnography relies on the researcher-as-research-instrument, the course aims to develop students' sensitivity and rigour as ethnographic researchers.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 is a Reading Week during which time students work independently on their formative assignments.
Formative coursework: An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words). Field-notes should record rich details of observations (the data), researcher reflections and brief interpretations of the significance of these observations. Written feedback will be provided.
Indicative reading: Bourgeois, P. & Schonberg, J. (2009). Righteous Dopefiend. University of California Press. De Laine, M. (2000). Fieldwork, participation and practice: Ethics and dilemmas in qualitative research. Sage Publications Ltd. DeWalt, K. M., ; DeWalt, B. R. (2002). Participant observation: A guide for fieldworkers. AltaMira Press. Emerson, R. M., Fretz, R. I.; Shaw, L. L. (1995). Writing ethnographic fieldnotes. University of Chicago Press. Wacquant, L. (2004) Body and Soul: Ethnographic Notebooks of an Apprentice Boxer. New York: Oxford University Press.
Assessment: Essay (100%, 4000 words).

MY527 Half Unit
Qualitative Research With Non-Traditional Data

This information is for the 2017/18 session.
Teacher responsible: Dr Jennifer Tarr COL8.06
Availability: The course is available to PhD students in departments such as Media & Communications and Sociology. Also available where regulations permit and with permission of the teacher responsible.
Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.
Course content: Most qualitative research is in the form of written or spoken texts, produced through interviews and field notes or

collection and analysis of documents. However, new technologies now offer a range of new tools for producing, gathering and analysing new kinds of data. This course will focus on three emerging strands: digital, visual and mobile methods. Additional sensory approaches will also be touched upon. Throughout, the focus will predominantly be on qualitative applications of these methods. Key example readings will be assigned, discussed and assessed each week. Seminars provide practical skills through hands on exercises of data collection and analysis, closely tied with the lecture content. These skills will be developed further in a final research project on a topic of the students' choosing to be submitted at the beginning of summer term.
The course aims to understand how qualitative methods can be used in relation to these emerging streams of data. .The course is aimed at students who are considering one or more of these elements as part of their dissertation research design and/or who are interested in gaining more advanced skills in qualitative research.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be a Reading Week during which students work independently on their formative assignment. An optional enrichment activity may be assigned.
Formative coursework: Seminar activities will receive in-class feedback. A brief proposal for final summative coursework (c. 1000 words) should be submitted and will receive formative feedback and guidance.
Indicative reading: Note: No one text covers the whole course. Büscher M, Urry J, Witchger K (2011) Mobile Methods. Abingdon and New York: Routledge. Rose, G, 2016. Visual methodologies: An introduction to researching with visual materials. London: Sage. Rogers, R, 2013. Digital methods. Boston: MIT press. Pink, S, Horst H, Postill J, Hjorth L, Lewis T, Tacchi J. (2016) Digital Ethnography: Principles and Practice. London: Sage. Pink, S. (2009) Doing Sensory Ethnography, London: Sage.
Assessment: Project (100%, 7000 words).
One 5500-7000 word research project related to the course material, on a topic selected by the student (100%).

MY528 Not available in 2017/18
Qualitative Text Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Audrey Alejandro COL7.07
Availability: This course is available to all research students who are permitted to take an outside option as part of their programme.
Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.
Course content: The efficiency of power lies in its invisibility. Critical studies emphasise the need to take into account the implicit dimensions of the (re)production of the social and political order. But, this theoretical standpoint raises a methodological challenge. As social agents ourselves, how do we assess the implicit, which by definition, we have been socialised not to perceive? How can we prove the implicit structuration of the world in a rigorous, empirical way? Focusing on discourses - the role they play in society, their relation to institutions, practices and perceptions - represents a stimulating and efficient method to address this challenge.
This course trains into the demanding craft of mapping the social and political implications of discourses and making explicit their implicit dimensions. It will mainly focus on Discourse Analysis but also covers other analytic traditions such as thematic analysis and content analysis. It introduces techniques and procedures available to researchers to identify and extract information from texts and speeches for social scientific purposes. Different types of materials will be investigated such as political speeches, news articles and cultural productions on a vast array of critical topics such as race or gender. The aim of this course is to equip participants with the right skills to engage the study of discourses and build critical thinking around those tools according to 1) Research Design 2) Type of data under consideration.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. Week 6 is a Reading Week during which students work independently on their Summative Assignment.
Formative coursework: A project proposal (c.1,000 words). Students write a proposal for the project that will comprise their summative assessment.
Indicative reading: Baker, P. and Ellece, S. (2010). Key Terms in Discourse Analysis, London: Continuum. Kendall, G. And Wickham, G. (1999) Using Foucault's Methods, London: Sage. Scheier, M. (2012) Qualitative Content Analysis. Sage, Thousand Oaks, CA. Sage, Thousand Oaks, CA. Seale, C., Gobo, G., Gubrium, J.F. and Silverman, D. (2004). Qualitative research practice. London: Sage, chapters 11-12.
Assessment: Essay (100%, 4000 words) in the LT.

MY529 Half Unit Not available in 2017/18
Special Topics in Qualitative Research: Introspection-based Methods in Social Research

This information is for the 2017/18 session.
Teacher responsible: Prof Martin Bauer Col.8.04
Availability: The course is available to all research students.
Pre-requisites: The course will assume good knowledge of qualitative research methods as covered in MY521 and MY530.
Course content: Introspection comprises methods of empirically recording one's own subjective experience; the currently on-going, or perhaps very recently past, mental or emotional states and processes through methods of trained and technically supported self-observation. Historically, introspection is part of a quest of human self-knowledge and self-improvement. And a person's stream of consciousness is of interest in the social sciences, for example as reports of happiness or life satisfaction. Introspection has been difficult to verify, thus deemed not 'objective' and unscientific. The stream of consciousness (William James) was of interest mainly to literary elaboration. However, introspection-based methods survived and have re-emerged, not least because 1st person experience remains an indispensable source of evidence on an actor's states and processes that constrain and give meaning to human action. Not least recent advance in neurosciences accentuates the need for experience-focussed 1st person methods. Modern introspection-based methods are 'objectifications' of 1st person situated experiences in controlled settings that support episodic retention. Modern introspection-based methods create conditions which make immediate, pre-meditated experience less 'biased' and more accurate to record. This comprises techniques such as narrative and episodic interviewing, free-association techniques, survey-based reconstruction and attitudes, critical incident techniques, loud-thinking protocols, experience sampling and self-tracking methods, ecological momentary assessment, self-confrontation interviewing, and 1st person situated video methods, and auto-ethnography and the 'quantified self'. Many new techniques are mobile and adaptable to capture the fluid nature of mental and emotional states and processes. Miniature mobile devices for sound and video recording promise to overcome the bottlenecks that have hitherto plagued intensive and continuous introspection-based methods.
Learning Outcomes:
Students on this course will
1) appreciate the long past, and the short history of introspection-based methods;
2) be familiar with a range of techniques of collecting introspective data;
3) know the problems of introspection–based methods and how different methods try to overcome them;
4) gain practical skills with modern introspection-based methods.
Teaching: 10 hours of lectures and 10 hours of seminars in the LT.
Indicative reading: A complete reading list will be provided at the

beginning of the course.

Some key references

- Bennett MR and PMS Hacker (2003) Philosophical foundations of neuroscience, Oxford, Blackwell; chapter 3.6-2.10 on introspection and 1st person perspective, pp90-107.
- Danziger K (1979) The history of introspection reconsidered, Journal for the History of the Behavioural Sciences, 15,
- Ericsson KA (2003) Valid and non-reactive verbalisations of thoughts during performance tasks: towards a solution to the central problems of introspections as a source of scientific data, Journal of Consciousness Studies, 10, 9-10, 1-18.
- Hektner, J.M., Schmidt, J.A. & Csikszentmihalyi, M. (2006) Experience Sampling Method: Measuring the Quality of Everyday Life. Sage Publications, Inc, [selected chapters]
- Kahneman D, AG Krueger, DA Schkade, N Schwarz, AA Stone (2004) A survey method for characterizing daily life experience: the Day Reconstruction Method, SCIENCE, 306, 3, Dec, 1776-1780.
- Lahlou S (2011) How can we capture the subject's perspective? An evidence-based approach for the social scientist, Social Science Information, 50, 4, 2-51.
- Locke, EA (2009) It's time we brought introspection out of the closet, Perspectives on Psychological Science, 4, 1, 24-25
- Nisbet RE and Wilson TDC (1977) Telling more than we can know: verbal reports on mental processes, Psychological Review, 84, 3, 231-258
- Schooler JW. (2011) Introspecting in the spirit of William James: comment on Fox, Ericsson, and Best, Psychological Bulletin, 137 (2):345-50.
- Stone AA, S Shiffman, A Atienza, and L Nebelling (2007) The science of real-time data capture: self-reports in health research, NY, Oxford University Press.
- Turner DF and E Kraus (1978) Fallible indicators of the subjective state of the nation, American Psychologist, 33, 456-470.

Assessment: Project (100%, 3000 words) in the ST.

PhD students taking this course will be assessed on the basis of a small Research Project using an introspective method (3000 words).

MY530
Advanced Qualitative Research Workshops

This information is for the 2017/18 session.

Teacher responsible: Dr Jennifer Tarr COL8.06

Availability: Research students who are undertaking projects using qualitative methods.

Pre-requisites: Some prior training in qualitative methods (eg: MY400 and MY421 or equivalent). Students who have no prior training in qualitative methods should consider taking MY521M or MY521L.

Course content: MY530 is a series of workshop modules that provide hands-on, in-depth and advanced training for specific methodologies of qualitative data collection, analytic techniques and research design issues. Research students can sign up to as many workshops as they wish. The programme includes topics such as in-depth interviews, focus groups, ethnography and participant observation, narrative interviewing and analysis, visual methods, classical content analysis, thematic analysis, etc. Each workshop consists of two sessions of two hours. The second session is practical. These interdisciplinary sessions provide a space for students to develop advanced methodological skills and exchange ideas with peers.

Teaching: Sessions to be held throughout the year, beginning in week 8 of MT and continuing throughout LT; Participants sign up via MOODLE.

Indicative reading: Each session will provide its own recommended reading list, available on Moodle.

Assessment: This course is non-examinable.

MY551 Half Unit
Introduction to Quantitative Analysis

This information is for the 2017/18 session.

Teacher responsible: Dr Benjamin Lauderdale Col.8.10 and Prof Jonathan Jackson Col.8.05

Availability: The course is available to all research students.

Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out univariate and bivariate data analysis and have an appreciation of multiple linear regression. The computer classes give hands-on training in the application of statistical techniques to real social science research problems using the SPSS computer package (no prior knowledge of SPSS is necessary).

Teaching: 20 hours of lectures and 9 hours of computer workshops in the MT. 20 hours of lectures and 9 hours of computer workshops in the LT. 2 hours of lectures in the ST. There will be no lectures or computer classes in Week 6 of the term.

This course is given twice per session, starting in the first week of each of the MT and LT. Students must either register for MY551M which is taught in Michaelmas Term, or MY551L which is taught in Lent Term.

Formative coursework: Exercises from the weekly computer classes can be submitted for feedback.

Indicative reading: A course pack will be available for download online and can be purchases as a hard copy. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) Statistics: The Art and Science of Learning from Data. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) Statistical Methods for the Social Sciences. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY551 and MY552).

Assessment: Exam (100%, duration: 2 hours) in the main exam period.

MY552 Half Unit
Applied Regression Analysis

This information is for the 2017/18 session.

Teacher responsible: Mr Jack Blumenau COL8.02 and Dr Indraneel Sircar COL8.02

Availability: Research students where programme regulations allow.

Pre-requisites: Students are required to have completed MY451/MY551 Introduction to Quantitative Analysis or an equivalent level statistics course.

Course content: The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the linear regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are linear regression modelling and binary, multinomial and ordinal logistic regression.

Teaching: 20 hours of lectures and 10 hours of computer workshops in the MT. 20 hours of lectures and 10 hours of computer workshops in the LT.

This course is given twice per session, starting in the first week of each of the MT and LT. Students must either register for MY552M which is taught in Michaelmas Term, or MY552L which is taught in Lent Term.

There will be no lectures or computer classes in Week 6 of term.

Formative coursework: Class exercises and homework can be

carried out using the Stata, SPSS or R software, according to the student's choice.
Indicative reading: A Agresti & B Finlay, Statistical Methods for the Social Sciences. A course pack will be available for download online and can be purchased as a hard copy. Additional reading will be recommended.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
A two-hour open book unseen examination in ST.

MY554 Half Unit
Applied Statistical Computing using R

This information is for the 2017/18 session.
Teacher responsible: Dr Benjamin Lauderdale COL.8.10
Availability: This course is available to all research students. The course is also available to taught masters students with different assessment, as MY454.
Pre-requisites: Students must have taken Applied Regression Analysis (MY452) or an equivalent intermediate regression course.
Course content: This course will cover basic statistical programming for social science research as well as several associated data analysis methods. Programming topics include basic programming, data structures, optimisation, and simulation. Applied statistical topics include nonparametric density estimation and regression, additive models, cross-validation, the bootstrap, and permutation/randomisation inference. Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT. 2 hours of lectures in the ST.
Formative coursework: Students will be expected to produce 5 problem sets in the LT.
Each problem set is associated with a computer classes, and may be submitted for marking and feedback.
Indicative reading: Keele, L. Semiparametric Regression for the Social Sciences. Matloff, N. The Art of R Programming
Assessment: Coursework (100%) in the ST.
A single piece of coursework (100%) in the ST applying the methods covered in the course to a topic in the area of the student's research. The topic and scope of the assignment will be developed in discussion with the teacher responsible for the course during LT.

MY555 Half Unit
Multivariate Analysis and Measurement

This information is for the 2017/18 session.
Teacher responsible: Dr Jouni Kuha COL8.04
Availability: The course is available to all research students.
Pre-requisites: The course will assume a knowledge of standard linear regression models, to the level covered in MY452/MY552 (Applied Regression Analysis)
Course content: An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent variable models for continuous observed variables, and their application to questions of measurement in the social sciences. At least the following topics will be covered: principal components analysis, exploratory factor analysis, confirmatory factor analysis and structural equation models. In addition, a selection from the following topics will be covered: cluster analysis, correspondence analysis, multidimensional scaling, latent class models, latent trait models.
Teaching: 20 hours of lectures and 8 hours of computer workshops in the LT.
Formative coursework: Exercises from the computer classes can be submitted for marking.
Indicative reading: D J Bartholomew, F Steele, I Moustaki ; J I Galbraith (2008) Analysis of Multivariate Social Science Data (Second Edition).
Assessment: Research project (100%).
Research paper 25-30 pages, including tables and figures, or approximately 3,000-4,000 words, answering a set of questions by applying multivariate analyses to some data (100%).

MY556 Half Unit
Survey Methodology

This information is for the 2017/18 session.
Teacher responsible: Dr Jouni Kuha COL8.04
Availability: This course is available to all Research students.
Pre-requisites: Knowledge of basic descriptive and inferential statistics, to the level of MY452/MY552 or equivalent. MY556 can also be taken in parallel with MY452L/MY552L. Familiarity with notions of research design in the social sciences, to the level of MY400/MY500 or equivalent.
Course content: This course provides an introduction to the methodology of the design and analysis of social surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data from existing large-scale surveys.
Topics covered include basic ideas of target populations, survey estimation and inference, sampling error and nonsampling error; sample design and sampling theory; methods of data collection; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; nonresponse error and imputation for item nonresponse; survey weights; analysis of data from complex surveys; accessing, preparing and working with secondary data from existing social surveys. The course includes computer classes, using the statistical computer package Stata; no previous knowledge of Stata is required.
Teaching: 20 hours of lectures and 10 hours of seminars in the LT. There will be no lectures or seminars in Week 6 of term.
Formative coursework: Exercises from the seminars can be submitted for marking
Indicative reading: Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and Tourangeau, R (2009). Survey Methodology (2nd ed.). Wiley.
Assessment: Research project (100%).
Research paper of 25-30 pages, including tables and figures, or approximately 3,000-4,000 words, reporting the data analysis of a given research question and data set (100%).

MY557 Half Unit
Causal Inference for Observational and Experimental Studies

This information is for the 2017/18 session.
Teacher responsible: Dr David Hendry
Availability: Available to all research students.
Pre-requisites: Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY452/MY552 or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400/MY500 or equivalent
Course content: This course provides an introduction to statistical methods used for causal inference in the social sciences. Using the potential outcomes framework of causality, topics covered include research designs such as randomized experiments and observational studies. We explore the impact of noncompliance in randomized experiments, as well as nonignorable treatment assignment in observational studies. To analyze these research designs, the methods covered include matching, instrumental variables, difference-in-difference, and regression discontinuity. Examples are drawn from different social sciences. The course includes computer classes, where standard statistical computer

packages (Stata or R) are used for computation.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
There will be no lectures or computer classes in Week 6 of term.
Formative coursework: Exercises from the computer classes can be submitted for marking.
Indicative reading: Rosenbaum, PR. (2010). Design of Observational Studies. Springer; Angrist, J. D. and Pischke, J.-S. (2009). Mostly Harmless Econometrics. Princeton University Press.
Assessment: Coursework (100%, 4000 words).

MY559 Half Unit
Special Topics in Quantitative Analysis: Quantitative Text Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Benoit COL.8.11
Dr Pablo Barberá
Availability: The course is available to all research students.
Pre-requisites: The course will assume knowledge of linear and logistic regression models, to the level covered in MY452.
Course content: The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, to classification methods, and state-of-the-art scaling methods and topic models for estimating quantities from text using statistical techniques. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. The common focus across all methods is that they can all be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts.
Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
Formative coursework: Exercises from the computer classes can be submitted for marking.
Indicative reading: quanteda: An R package for quantitative text analysis. http://kbenoit.github.io/quanteda/Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." Political Analysis 21(3):267–297. Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." The Journal of Finance 66 (1, February): 35–65. Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." Journal of Empirical Legal Studies 4 (4, December):1007–1039.
Assessment: Coursework (100%, 4000 words).

MY560
Workshop in Advanced Quantitative Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Jonathan Jackson COL8.05 and Dr Benjamin Lauderdale COL8.10
Availability: MY560 is a series of workshops available to any post-graduate student who signs up via Moodle.
Course content: It is intended to provide research students with an introduction to specific advanced research methods and hands-on training in the use of these tools.
Teaching: One-day introductory workshops consisting of a morning lecture and afternoon computer session during the MT, LT and ST. Participants will sign up via MOODLE.
Assessment: This course is non-examinable.

MY565 Half Unit
Intermediate Quantitative Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Jonathan Jackson COL8.05
Availability: This course is available to all research students where regulations permit.
Pre-requisites: Participants should have studied introductory statistics or quantitative methods before, up to an introduction to descriptive statistics and basic statistical inference. Students with no previous studies in quantitative analysis should take instead Introduction to Quantitative Analysis (MY451).
Because of the overlaps between these courses, it is not possible to take both this course and either of Introduction to Quantitative Analysis (MY451) or Applied Regression Analysis (MY452) as assessed courses.
Course content: The course is intended for students with some (even if limited) previous experience of quantitative methods or statistics. Using examples from psychological research, it covers first a review of the foundations of descriptive statistics and statistical inference, in the context of the analysis of two-way contingency tables and comparisons of means between two groups. The main topic of the course is linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression, and analysis of variance and covariance. An introduction to binary logistic regression modelling is also included. The computer classes give hands-on training in the application of these statistical techniques. Class exercises and homework are carried out using the Stata package.
Teaching: 20 hours of lectures and 10 hours of computer workshops in the MT. 2 hours of lectures in the ST.
Students on this course will have a reading week in Week 6. On-line quizzes will be provided on Moodle to aid revision during the reading week.
Formative coursework: Students will be expected to produce 9 exercises in the MT.
Indicative reading: A course pack will be available for download online.
Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) Statistics: The Art and Science of Learning from Data, and Alan Agresti and Barbara Finlay (2009, 4th edition) Statistical Methods for the Social Sciences.
Assessment: Exam (100%, duration: 2 hours) in the main exam period.
This is an open-book unseen examination.

MY570 Half Unit
Computer Programming

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Benoit COL8.11
Dr Ben Lauderdale
Availability: This course is available on the PhD in Methodology. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is available to all research students where regulations permit.
Course content: This course introduces students to the

fundamentals of computer programming as students design, write, and debug computer programs using the programing language Python and R. The course will also cover the foundations of computer languages, algorithms, functions, variables, object-orientation, scoping, and assignment.
Teaching: 20 hours of lectures and 15 hours of computer workshops in the MT.
Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs. Students acquire skills and experience as they learn Python and R, through programming assignments with an approach that integrates projectbased learning. This course is an introduction to the fundamental concepts of programming for students who lack a formal background in the field, but will include more advanced problem-solving skills in the later stages of the course. Topics include algorithm design and program development; data types; control structures; functions and parameter passing; recursion; data structures; searching and sorting; and an introduction to the principles of object oriented programming. The primary programming languages used in the course will be Python and R.
Formative coursework: Students will be expected to produce 10 problem sets in the MT.
Type: Weekly, structured problem sets with a beginning component to be started in the staff-led lab sessions, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.
Indicative reading: Lutz, Mark Learning Python. 5th Edition. O'Reilly, 2013. Intermediate and Advanced documentation at https://www.python.org/doc/. Gries, Paul, Jennifer Campbell, and Jason M Montojo. Practical Programming: An Introduction to Computer Science Using Python 3. The Pragmatic Bookshelf, 2013. Grolemund, Garrett and Hadley Wickham. R for Data Science. O'Reilly, 2016. http://r4ds.had.co.nz. Grolemund, Garrett. Hands-On Programming with R. O'Reilly, 2014.
Assessment: Take home exam (50%) and in class assessment (50%) in the MT.
Student problem sets will be marked each week, and will provide 50% of the mark.
Marking of these assessments will be at a level appropriate for PhD students.

MY572 Half Unit Not available in 2017/18 Data Structures, Databases and Data Sharing

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Benoit COL8.11
Availability: This course is available on the PhD in Methodology. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is available to all research students where regulations permit.
Course content: This course will cover the principles of digital methods for storing and structuring data, including data types, relational and nonrelational database design, and query languages. Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most timeconsuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects. The coverage of data sharing will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build one or more interactive website based on content relevant to his/her domain-related interests, and will use GitHub for accessing and submitting course materials and assignments.
Teaching: 20 hours of lectures and 15 hours of computer workshops in the MT.
In this course, we introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries. Through joining operations, we will also cover the challenges of data linkage and how to combine datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded electronically. We will cover database design, especially relational databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project.
Online publishing and collaboration tools forms the second part of this course, along with the tools and technologies that underlie them. Students will develop interactive, secure and powerful projects for the World Wide Web using both client and server side technologies. Collaboration and the dissemination and submission of course assignments will use GitHub, the popular code repository and version control system. The course begins with an indepth look at the mark-up languages that form the foundations of building web sites with a study of HTML and CSS. Students next study basic programming in JavaScript, to provide client and server side tools including the customization of web content using Bootstrap and Jekyll to publish web pages, which will provide the basis for a class project.
Formative coursework: Students will be expected to produce 10 problem sets in the MT.
Type: Weekly, structured problem sets with a beginning component to be started in the staff-led lab sessions, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.
Indicative reading: Chodorow, Kristina MongoDB: The Definitive Guide, 2nd Editiion o'Reilly 2013. Churcher, Clare. Beginning Database Design: From Novice to Professional. Apress, 2007. Tahaghoghi, Seyed M. and Hugh E. Williams. Learning MySQL. O'Reilly, 2006. Karumanchi, Narasimha. Data Structures and Algorithms Made Easy: Data Structure and Algorithmic Puzzles, Second Edition. CreateSpace Independent Publishing Platform, 2011.Lee, Kent. Data Structures and Algorithms with Python. Springer, 2015.Lake, Peter. Concise Guide to Databases: A Practical Introduction. Springer, 2013.Nield, Thomas. Getting Started with SQL: A hands-on approach for beginners. O'Reilly, 2016.Byron, Angela and Addison Berry, Nathan Haug, Jeff Eaton, James Walker, Jeff Robbins Using Drupal: Choosing and Configuring Modules to Build Dynamic Websites. O'Reilly Media, 2008.Duckett, Jon HTML and CSS: Design and Build Websites New York: Wiley, 2011. Duckett, Jon JavaScript and JQuery: Interactive Front-End Web Development New York: Wiley, 2014.Rice, Dylan. Twitter Bootstrap In Your Pocket. CreateSpace Independent Publishing Platform, 2016.Sklar, David Learning PHP 5 O'Reilly, 2004. GitHub Guides at https://guides.github.com, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages". Jacobson, Daniel APIs: A Strategy Guide O'Reilly: 2012. London, Kyle Developing Large Web Applications: Producing Code That Can Grow and Thrive O'Reilly, 2010.
Assessment: Take home exam (50%) and in class assessment (50%) in the MT.
Student problem sets will be marked each week, and will provide 50% of the mark.
Marking of these assessments will be at a level appropriate for PhD students.

MY573 Half Unit
Managing and Visualising Data

This information is for the 2017/18 session.
Teacher responsible: Prof Kenneth Benoit COL8.11
Availability: This course is available on the PhD in Methodology. This course is available with permission as an outside option to students on other programmes where regulations permit.
This course is available to all research students where regulations permit.
Course content: The course be divided into two halves. The first five weeks will focus on data structures and databases, covering the principles of digital methods for storing and structuring data, including data types, relational and non-relational database design, and query languages. Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most time-consuming part of any data science project. This part of the course will introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries. Through joining operations, we will also cover the challenges of data linkage and how to combine datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded electronically. We will cover database design, especially relational databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project. The second five weeks will focus on visualising data, starting with univariate and bivariate data, discussing the advantages/disadvantages of some commonly used graphics, then turning to more sophisticated tools, including three-dimensional tools, maps and interactive and dynamic graphics. This part of the course will cover: data visualisation basics (history and classic examples; best practice for univariate and bivariate data; image formats and resolution); data visualisation principles (cognition and human visual perception; grammar of graphics; application to examples); design principles (graphic design; layout; visual style; titles and annotations; animations; interactive and dynamic graphics); statistical analysis and maps (binwidths/bandwidths for histograms and kernel density estimation; regression diagnostics; maps).
Teaching: 20 hours of lectures and 15 hours of lectures in the MT.
Formative coursework: Students will be expected to produce 6 problem sets in the MT.
Indicative reading: Wilkinson, Leland. The Grammar of Graphics, 2nd Ed., Springer, 2005. Wickham, Hadley. Ggplot2: Elegant Graphics for Data Analysis, Springer, 2009. Cook, Dianne and Swayne, Deborah. Interactive and Dynamic Graphics for Data Analysis - with R and GGobi, Springer, 2007. Murray, Scott. Interactive Data Visualisation for the Web, O'Reilly, 2013.
Assessment: Project (60%) and continuous assessment (40%) in the MT.
Four of the problem sets submitted by students weekly will be assessed (40% in total). In addition, there will be a take-home exam (60%) in the form of an individual project in which they will demonstrate the ability to manage data and visualise it through effective statistical graphics using principles they have learnt on the course. This may be done by publishing the visualisation and code to a GitHub repository and GitHub pages website.
Marking of these assessments will be at a level appropriate for PhD students. For the project, it is expected that PhD students submit a more detailed project that what will be expected of students taking the MSc level course.

MY591
Computing Packages for Applied Analysis

This information is for the 2017/18 session.
Teacher responsible: Dr Chana Teeger COL7.06
Availability: For students who intend to use qualitative and quantitative computer packages in their research. This course is available as an outside option where regulations permit.
Course content: It is intended to provide research students with an appreciation of various computer packages through introduction and hands-on training in the use of these tools.
Teaching: 63 hours of seminars in the MT. 75 hours of seminars in the LT. 30 hours of seminars in the ST.
Half-day introductory training courses on computer packages such as, Nvivo, ALCESTE, QDA Miner/Wordstat/Simstat, Stata and SPSS during the MT and LT. Participants will sign up via MOODLE.
Formative coursework: NA.
Indicative reading: R Tesch, Qualitative Research; Analysis Types and Software Tools (1990); N G Fielding; R M Lee, Computer Analysis; Qualitative Research (Sage, 1998); Roberts CW (1997) Textanalysis for the Social Sciences, Mahwah, Lawrence Erlbaum Ass.; Popping, R (2000) Computer-assisted Text Analysis, London, Sage, E A Weitzman ; M B Miles, Computer Programs for Qualitative Data Analysis (Sage, 1995).
Assessment: This course is non-examinable.

MY592
Workshop in Information Literacy: finding, managing and organising published research and data

This information is for the 2017/18 session.
Teacher responsible: Miss Maria Bell R102
Maria Bell (Course Convenor), Academic Support Librarian; Dr Jane Secker, Copyright and Digital Literacy Advisor, Centre for Learning Technology; Clive Wilson, Academic Support Librarian.
Availability: First and second year research students. This course is available as an outside option where regulations permit.
Course content: MY592 is a six week programme of 2 hour workshops which aims to develop students' research skills and introduce the essential sources and tools when undertaking research, and the skills required to use them. It is run by the Library and Centre for Learning Technology and is ideal for research students undertaking an extensive literature search and review. Students receive detailed advice on the most appropriate Library resources for their research topics. Materials, online activities and assessment will be available in Moodle to support the teaching.
Teaching: 24 hours of seminars in the MT. 24 hours of seminars in the LT.
Six two hour classes will be held weekly, and students are expected to attend all sessions in order to develop their information literacy skills. MY592 will run in both the Michaelmas and Lent terms and in the Summer term subject to demand. Dates and times will be advertised at the start of each term. Note that not all sessions will last for 2 hours but this will allow for individual contact time at the end of classes with class tutors.
If you only wish to attend an individual workshop, consult the Training classes offered by the Library and the Centre for Learning Technology on the LSE Training and Development System.
Places on the entire programme can be booked using the LSE Training and Development System.
Assessment: This course is non-examinable.

MY599
Department of Methodology Seminar

This information is for the 2017/18 session.
Teacher responsible: Dr Flora Cornish COL8.09 and Dr David Hendry COL7.05
Availability: Open to all.
Course content: Papers on topics of methodological interest will be presented by staff and visitors.
Teaching: Meetings arranged as needed, taking place in COL.8.13 unless otherwise stated. Seminar dates, venues and speakers will be advertised on the Department of Methodology webpage
Assessment: This course is non-examinable.

PH500
Research Methods in Philosophy

This information is for the 2017/18 session.
Teacher responsible: Prof Richard Bradley
Availability: This course is compulsory on the MPhil/PhD in Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit.
Course content: Topics in contemporary philosophy.
Teaching: Seminars PH500 15 x two-hour (MT, LT, ST). Different members of the department will lead the seminar in each of the three terms.
A more detailed syllabus will be posted at the beginning of each term.
Assessment: This course is non-examinable.

PH501
Philosophical Problems Seminar

This information is for the 2017/18 session.
Teacher responsible: Dr Anna Mahtani and Prof Christian List
Availability: This course is compulsory on the MPhil/PhD in Philosophy. This course is not available as an outside option.
Course content: In this course, we will read and carefully discuss together a range of classic papers in contemporary analytic philosophy that might not otherwise be covered in LSE Philosophy Department courses. Topics are selected from metaphysics, the philosophy of mind and action, epistemology, and the philosophy of language. This list is illustrative.
Teaching: 15 hours of seminars in the MT. 15 hours of seminars in the LT.
Indicative reading: Specific readings will be announced in a detailed syllabus at the start of the term.
Assessment: Two essays of 5000 words each over the course of the two terms. Either or both of these essays may be replaced by two shorter essays each of 2500 words.

PH502
Reasoning and Logic

This information is for the 2017/18 session.
Teacher responsible: Dr Owen Griffiths
Availability: This course is available on the MPhil/PhD in Philosophy and MPhil/PhD in Philosophy of the Social Sciences. This course is not available as an outside option.
The course is, in general, only aimed at those students who have never taken a course in formal logic before. For such students the course is compulsory.
Course content: This course concerns formal methods of reasoning in philosophy.
1. Deductive Logic. Philosophy is centrally concerned with arguments. The first question to be asked of any argument (or inference) is whether or not it is valid: that is, does its conclusion really follow from its cited premises.Validity of inference is the central problem of deductive logic.Logic has universal scope: different disciplines have different ways of garnering information, but the way that we reason deductively from that information is the same no matter what the discipline.The key to answering some other formal questions that often arise in philosophy - such as whether some set of assumptions is consistent - is also provided by deductive logic.
This section of the course covers first a simple system called propositional or truth-functional logic, which, despite its simplicity, captures a great range of important arguments and provides a formal articulation of the notions of validity of inference and consistency of a set of sentences.The main system covered, however, is (first order) predicate logic, which is powerful enough to capture not only simple inferences but also those involved in philosophy and the sciences.
The final section of this first part of the course investigates more systematically how the formal techniques provided by these systems of logic relate to the more informal arguments found in philosophy (and ordinary discourse).
2. Probability. In a valid deductive argument, the conclusion must be true if the premises are. However many inferences conclude only that a certain claim is probable (or more probable than it would otherwise be). For example, we clearly cannot conclude from the premise that someone smokes 40 cigarettes a day that s/he will die early from a smoking-related illness, but we can infer that such an early death is much more probable than if s/he did not smoke.
Issues about probabilities play many roles in current philosophical debates: in decision theory, philosophy of economics, philosophy of physics and many other areas. This section of the course introduces the axioms of probability theory and then turns to foundational issues. It turns out that there are different interpretations of the probability axioms: in particular, a subjective interpretation which sees probabilities as credences or degrees of belief in the truth of some proposition, and objective interpretations which see probabilities as properties of physical events (such as the decay of a particular radioactive molecule in a given time interval. Interesting difficulties arise with both interpretations. The subjective interpretation has been developed into a full-blown, general Bayesian account of theory-confirmation in science - the essentials of this account will also be covered.
3. Formal Philosophical Devices. The final section of the course covers some of the formal, technical ideas that are often presupposed in contemporary philosophical work: including the notions of sets and infinities;theories of truth (and partial truth);analyticity and the a priori; possibility and necessity; and conditionals. Some of these notions have been clarified via analyses of some celebrated 'paradoxes' that will also be covered in this section of the course.
Teaching: 15 hours of lectures in the MT. 15 hours of lectures in the LT.
Appropriate back-up teaching will be arranged with individual students.
Formative coursework: Regular exercises will be set on the basis of the material covered in lectures.
Indicative reading: Extensive lecture notes will be provided covering the first part of the course. Further reading for parts 2 and 3 will be listed on the weekly worksheets available on Moodle.
Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

PH551
Research Seminar in the Philosophy of Natural Sciences

This information is for the 2017/18 session.
Teacher responsible: Dr Bryan Roberts LAK.5.03
Availability: This course is compulsory on the MPhil/PhD in Philosophy. This course is not available as an outside option.

Course content: This is a special topics course on the philosophy of science. It meets weekly, and has two components.
The first component (roughly half the meetings) will consist in a reading group on mathematical topics in philosophy of science. Although ultimately determined by attendants, the possible topics include: philosophy of mathematics, representation theorems and philosophy of representation, foundations and dynamics of financial markets, philosophy of space and time, philosophy of quantum mechanics, and philosophy of thermal and statistical physics.
The second component will consist in attending lectures and outside reading groups involving professional philosophers of science. Students may choose from the Sigma Club and BSPS lectures on Monday evenings, Choice Group meetings involving philosophy of science, and the All London History and Philosophy of Science reading group. Background readings to prepare students for these lectures as well as essay topics will sometimes be suggested.
Together this amounts to roughly 10 meetings in Michaelmas Term and 10 meetings in Lent Term. Details about the meetings will be provided on Moodle, and information about the Sigma Club and BSPS lecture series can be found on the LSE Philosophy homepage under the "Events" heading.
Teaching: 15 hours of seminars in the MT. 15 hours of seminars in the LT.
As this is a reading group, each participant is invited to take the lead on at least one meeting, choosing a topic and readings in consultation with the instructor, and leading the discussion during at least one of the Monday-evening seminars.
Formative coursework: Students will be expected to write one essay per term and to give a seminar presentation.

PH555
Research Seminar in the Philosophy of Economics and Social Sciences

This information is for the 2017/18 session.
Teacher responsible: Prof Richard Bradley LAK2.03
Availability: This course is available on the MPhil/PhD in Philosophy and MRes/PhD in Economics. This course is not available as an outside option.
Course content: Philosophical issues in economics and the social sciences.
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT. 10 hours of seminars in the ST.
Formative coursework: Students will be expected to write one essay per term and to give seminar presentations.

SA550
Research Student Seminar

This information is for the 2017/18 session.
Teacher responsible: Prof Anne West OLD 1.16 and Dr Hakan Seckinelgin OLD 2.57.
Availability: For all MPhil/PhD students in the Department of Social Policy.
Course content: The course for first year students provides structured sessions for MPhil students (e.g. the MPhil/PhD process, ethics, risk). It also provides the forum in which first year full-time and second year part-time MPhil students must present their work to fellow students and staff in advance of submitting their major review (upgrade) document.
The course for second and third year students provides the forum where third year full-time (or equivalent) PhD students must present their work to fellow students and staff in advance of submitting their third year review document.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
First year: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
Second and third year: 20 hours of seminars in the MT. 20 hours of seminars in the LT.

SO500
Research Class for MPhil Students

This information is for the 2017/18 session.
Teacher responsible: Dr Carrie Friese STC213
Availability: This course is compulsory on the MPhil/PhD in Sociology. This course is not available as an outside option.
Course content: The research seminar aims to provide students with a conceptual and practical framework within which to think through planning their research. This includes devising research questions, how to do a literature review, selecting appropriate methods for research, linking theory and practices, ethical issues and writing. The course will comprise workshops and student presentations. By the end of the course students should be able to formulate clear aims and methods for their own research. All first year MPhil students must attend.
Teaching: 20 hours of seminars in the MT. 20 hours of seminars in the LT.
Reading weeks: week 6 (MT) and week 6 (LT).
Assessment: Other (100%) in the ST.
5,000 word paper on the 'Aims and Methods' of the thesis, and a viva voce examination. For full-time students, three copies of this typed and paginated essay must be submitted to the Sociology Administration Office, Room S116, by the first Friday in May. Satisfactory completion of the 'Aims and Methods' paper, and the viva are necessary in order to proceed to the next stage of the course. Part-time students may elect to be evaluated in May or September of their first year or May of their second year.

SO501
Data Analysis Workshop

This information is for the 2017/18 session.
Teacher responsible: Dr Carrie Friese STC213
Availability: This course is available on the MPhil/PhD in Sociology. This course is not available as an outside option.
Only available to sociology research students in the second and subsequent years of their MPhil/PhD.
Course content: Seminars will focus on doing data analysis using materials made and collected as part of PhD research. Each student will present data to the group at least one time. Students may submit the following types of data: (part of) a qualitative interview to code OR a collection of interview sections coded as 'X' to be analysed according to a specified method (e.g., narrative analysis, grounded theory); fieldnotes for coding or for reflections on what is needed for 'thick description'; an image or text to code or analyse according to a specified method (e.g., discourse analysis); a map of the research situation (e.g., situational analysis, network analysis); a regression analysis that requires interpretation, etc. All students will be asked to read the data before the workshop. The workshop will start with the student briefly presenting their data and contextualizing it within their research question, data set and methodological approach. As a group, that piece of data will be closely analysed using the method specified by the student.
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT.
Fortnightly seminars in the MT and LT for all sociology research students in their second and subsequent years
Assessment: There is no formal assessment, but participants are asked to present research materials, read other students' research materials, and contribute to discussion.

SO505
Becoming a Professional Sociologist

This information is for the 2017/18 session.
Teacher responsible: Dr Carrie Friese STC.S213
Availability: This course is available on the MPhil/PhD in Sociology. This course is not available as an outside option.
This course will be available for Year 3 students as an optional training course for 2017/18. It is not available to PhD students outside the department.
Pre-requisites: Students must have completed Research Class for MPhil Students (SO500).
Students will have completed SO500 and passed Aims and Methods. Ideally they will have completed SO501. However, exceptions will be made for students who were outside of London in Year 2 for fieldwork and intend to complete their PhD in three years. In that instance students can take SO501 and SO502 simultaneously.
Course content: This half-unit course will bring in two members of the Sociology faculty to discuss key aspects in developing a career as a Sociologist. These will include:
1. Writing, submitting and revising journal articles.
2. Writing a book proposal.
3. Applying for research funding.
4. Using social media.
5. Developing CVs.
6. CV Clinic. Here students would be asked to bring their CV in to develop with other students and the Convener.

Students will:
- Gain an understanding of the different aspects involved in developing a career in academic Sociology
- Gain practical understanding of how to pursue the different elements of a sociological career in order to be in a good position in the job market and for postdoctoral funding
- Provide support for students as they are finishing their PhD and move into the next stage of their career as sociologists

Teaching: 15 hours of workshops in the MT.
Course Outline
Week 1. Writing, submitting and revising journal articles
Week 3. Writing a book proposal
Week 5. Applying for research funding
Week 7. Using social media.
Week 9. Developing your CV.
Week 11. CV Clinic.
Formative coursework: There is no formative assessment for this course.
Indicative reading: There is no reading list for this course.
Assessment: There is no summative assessment for this course. The course is a pass/fail and is dependent on attendance.

SO511
Research Seminar in Political Sociology

This information is for the 2017/18 session.
Teacher responsible: Dr Robin Archer STC.S114a
Availability: This course is available on the MPhil/PhD in Sociology. This course is available as an outside option to students on other programmes where regulations permit.
MPhil/PhD students whose research is in the field of political sociology. Students from all departments are welcome.
Course content: Political sociologists seek to understand fundamental political phenomenon by studying them in their social context. This seminar seeks to provide a small, friendly forum in which research students can discuss important recent publications and debates in this field. It often spends a number of weeks reading recent prize-winning books and articles in the field, and sometimes examines a topical theme for part of a term. There are also occasional guest lectures. In recent years, for example, there were lectures by Michael Mann (UCLA) on the rise and fall of neo-liberalism. Theda Skocpol (Harvard) on the future of American politics, and Andreas Wimmer (Princeton) on ethnic conflict and state formation. The seminar also provides an opportunity to develop individual research projects. In each seminar, a twenty or thirty minute presentation is followed by discussion.
Teaching: 8 hours of seminars in the MT. 10 hours of seminars in the LT. 6 hours of seminars in the ST.
Fortnightly in MT and LT.
Indicative reading: A short list of some important recent books and articles that could be discussed in the seminar will be suggested at the beginning of the year, and the seminar is always open to suggestions from participants. Readings continually change, but, for the purposes of illustration, recent seminars have discussed global anti-capitalism, suicide missions and the new imperialism, Christianity and American democracy, the welfare state, the politics of free markets, labour protest in China, street politics in Egypt, boycotts, and the crisis of capitalism.
Assessment: There is no formal assessment but participants are asked to present papers, contribute to discussion and read the work of selected scholars in the course of the session.

SO521 Not available in 2017/18
Research Seminar on Cities and Space

This information is for the 2017/18 session.
Teacher responsible: Prof Francine Tonkiss STC 219
Availability: This course is available on the MPhil/PhD Cities Programme and MPhil/PhD in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.
For MPhil/PhD students doing research on urban and spatial issues in the Cities Programme/Department of Sociology. If space is available, other graduate students may apply.
Course content: This graduate seminar is based on discussion of key readings in the fields of urban social theory and spatial analysis. It also provides a forum for discussion of research issues relating to the study of cities and space
Teaching: 10 hours of seminars in the MT. 10 hours of seminars in the LT.
One two-hour seminar every two weeks in the MT and LT.
Assessment: This course is not assessed

ST501 Half Unit
Multilevel Modelling

This information is for the 2017/18 session.
Teacher responsible: Prof Irini Moustaki COL 6.05
Availability: This course is available on the MPhil/ PhD in Statistics. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: A knowledge of probability and basic statistical theory, including linear regression and logistic regression.
Course content: A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (e.g., students nested within schools, individuals nested within households or geographical areas) and longitudinal data (eg repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (e.g., Stata).
Teaching: 20 hours of lectures and 10 hours of seminars in the LT.
Formative coursework: Students will be expected to produce 5 exercises in the LT.
Formative coursework is assigned fortnightly and returned to students with comments/feedback via Moodle before the lab sessions
Indicative reading: T. Snijders & R Bosker Multilevel Analysis: an

Introduction to Basic and Advanced Multilevel Modelling, Sage (2011, 2nd edition). S Rabe-Hesketh & A Skrondal, Multilevel and Longitudinal Modeling using Stata, (Third Edition), Volume I: Continuous responses (plus Chapter 10 from Volume II, which is available free on the publisher's website). Stata Press (2012). Also recommended are: A Skrondal & S Rabe-Hesketh, Generalized Latent Variable Modeling: Multilevel, Longitudinal and Structural Equation Models, Chapman & Hall (2004); H Goldstein, Multilevel Statistical Models, Arnold (2003); S W Raudenbush & A S Bryk, Hierarchical Linear Models: Applications and Data Analysis Methods, Sage (2002); G Verbeke & G Molenberghs, Linear Mixed Models for Longitudinal Data, Springer (2000); E Demidenko, Mixed Models, Wiley (2004).
Assessment: Coursework (100%, 4000 words).
Assessment is by 100% coursework given to students in week 8 of the course.

ST542 Half Unit Not available in 2017/18 Longitudinal Data Analysis

This information is for the 2017/18 session.
Teacher responsible: Prof Fiona Steele COL 7.08
Availability: This course is available on the MPhil/ PhD in Statistics. This course is available as an outside option to students on other programmes where regulations permit.
Pre-requisites: A knowledge of probability and basic statistical theory, including linear regression and logistic regression.
Course content: A practical introduction to methods for the analysis of repeated measures data, including continuous and binary outcomes. Topics include: longitudinal study designs, (random effects) growth curve models, marginal models, dynamic (autoregressive) models, latent class models, and multiprocess models for multivariate outcomes. The course will have an applied emphasis with weekly computer classes using appropriate software (e.g. Stata).
Teaching: 20 hours of lectures and 10 hours of computer workshops in the LT.
Week 6 will be a reading week.
Formative coursework: Students will be expected to produce 5 exercises in the LT.
Formative assessment is based on data analysis problems that require the use of the statistical software to apply the statistical techniques taught in the lectures and computer classes. Coursework is given out to students every two weeks and returned with feedback and comments.
Indicative reading: Hedeker D, Gibbons RD. Longitudinal Data Analysis. Hoboken, New Jersey: John Wiley & Sons, Inc. (2006). Rabe-Hesketh S, Skrondal A. (2012) Multilevel and Longitudinal Modeling Using Stata, Third Edition. Volume I: Continuous Responses. College Station, Texas: Stata Press. Singer JD, Willett JB. Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. New York: Oxford University Press (2003). (Part I only).
Assessment: Coursework (100%, 4000 words) in the ST.
Assessment is by 100% coursework which is given to students in week 8

Language Centre Courses

Language Centre Courses

Modern Foreign Language Certificate Courses

LN701
Arabic: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Nadim Ben Mohamed Mahjoub TW3.6.01
Pre-requisites:
- No previous knowledge of Modern Standard Arabic required.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.
- This course is suitable for students wanting to learn Modern Standard Arabic.

Course content:
Course aims:
- To develop the ability to use Arabic effectively for purposes of practical communication at survival level.
- The course introduces the students to the Arabic writing system and enables them to read and write basic words and sentences.
- To deal with a range of predictable simple language tasks using a limited range of language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1- of Common European Framework.

Communicative content:
- Greetings
- Asking for and giving personal information
- Talking about your immediate family
- Talking about studies and jobs
- Say where you live
- Talking about your city and country
- Talking about present actions

Structural content:
- Alphabet
- Joining letters
- Pronunciation
- Feminine and masculine words
- Roots
- Present tense
- The definitive article
- Independent pronouns and pronoun suffixes
- Nouns-adjective phrases
- Numbers
- Plural
- Dual
- Word order
- Demonstrative: this (masc./fem.)
- Possessive pronouns
- Interrogatives (where, when, what, in which,etc.)
- Prepositions: in, between, etc
- Nisba (nationality)
- Idafa (genitive construction)
- Introduction to Past Tense
- Use of "also, where, in the same, etc."

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
- This is a 40 hour-course.
- Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Students will be provided with a study pack.

Other useful materials for this level
- Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et all. Georgetown Univ. Press, Second or Third Editions
- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Mastering Arabic 1, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2007

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN702
Arabic: Level One (Fast Track for Learners Familiar with Arabic Script)

This information is for the 2017/18 session.
Teacher responsible: Mr Luay Hasan TW3.6.01
Pre-requisites:
- Students who have familiarity with Arabic script. Admission into the course upon tutor's approval during the information sessions.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.
- This course is suitable for students wanting to learn Modern Standard Arabic.

Course content:
Course aims:
- To develop the ability to use Arabic effectively for purposes of practical communication at survival level.
- The course enables students to read and write basic words and sentences.
- To deal with a range of predictable simple language tasks using a limited range of language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1 of the Common European Framework.

Communicative content:
- Greetings
- Asking for and giving personal information, directions and opinions
- Talking about family
- Talking about your country
- Describing people, places and objects
- Talking about past events and experiences
- Using the dictionary (basic)
- Asking and giving the time
- Talking about present events
- Talking about future events (basic)
- Ordering in a restaurant
- Asking for and giving directions

Structural content:
- Roots
- The definitive article
- Independent pronouns and pronoun suffixes.
- Nouns-adjective phrases
- Numbers
- Feminine and masculine words
- Adjective-noun agreements

- Word order
- Verb-subject agreement
- Demonstratives (singular)
- Possessive pronouns
- Interrogatives (where, when, what, how many,etc)
- Prepositions: in, between
- Nisba (nationality)
- Idafa (genitive construction)
- Past tense
- Linking words (Firstly, after, lately, etc.)
- Present tense
- Future tense (basic)
- Plural (sound, masc./fem.)
- Negative phrases (past, present, future)
- Prepositions with pronoun suffixes
- Persons of the verb (sing./pl.)

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
- This is a 40 hour-course.
- Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack will be provided
Other materials useful for this level
- Mastering Arabic 1, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2007
- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN825
Arabic Level 1 (Levantine Dialect)

This information is for the 2017/18 session.
Teacher responsible: Dr Nesrin Alrefaai
Availability: This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.
Pre-requisites:
- No previous knowledge of Levantine Arabic colloquial required but knowledge of Modern Standard Arabic is suitable.
- All students welcome but they should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least one/two hours per week for coursework in addition to classes.
- This course is suitable for students wanting to learn Levantine Arabic colloquial.
- Admission into the course upon tutor's approval during the information sessions or needs analysis meeting.

Course content:
- To develop the ability to use Arabic Levantine dialect effectively for purposes of practical communication at survival level.
- To deal with a range of predictable simple language tasks using a limited range of language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- Greetings
- Asking for and giving personal information
- Talking about your immediate family
- Talking about studies and jobs
- Say where you live
- Talking about your city and country
- Talking about present and past actions/events
- Describing people, places and objects
- Talking about daily habits/routine
- Making comparisons
- Talking about future plans (basic)
- Expressing likes/dislikes
- Pronunciation
- Feminine and masculine words
- Present tense
- The definitive article
- Independent pronouns and pronoun suffixes
- Nouns-adjective phrases
- Numbers
- Plural
- Word order
- Demonstrative
- Possessive pronouns
- Interrogatives (where, when, what, in which,etc.)
- Prepositions: in, between, etc
- Nisba (nationality)
- Idafa (genitive construction)
- Past Tense
- Use of "also, where, in the same, etc."

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
- This is a 40 hour-course.
- Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: Weekly exercises featuring interactive work and oral practise; grammar exercises; reading and listening comprehension.
Indicative reading: Study Pack to be provided at the beginning of the course
Other useful materials for this level
- Arabiyyat al-Naas (Part 1). An introductiory course in Arabic by Munther Younes, Routledge, 2014
- Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et all. Georgetown Univ. Press, Second or Third Editions
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Syrian colloquial Arabic, by Mary-Jane Liddicoat, Richard Lenanne and Dr Iman Abdul Rahim in http://www.syrianarabic.com/
- A reference grammar on Syrian Arabic by Marc W. Cowell , Georgetown Univ.Press, 2005

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN829
Arabic: Level One (Integrated Approach)

This information is for the 2017/18 session.
Teacher responsible: Mr Nadim Ben Mohamed Mahjoub
Availability: This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.
Pre-requisites:
- No previous knowledge of Arabic required.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate two-three hours per week for coursework in addition to classes.
- This course is suitable for students wanting to learn the basis of Levantine Arabic colloquial and Modern Standard Arabic.
- Admission into the course upon tutor's approval during the information sessions.

Course content:
- To develop the ability to use Arabic (Modern Standard Arabic and Levantine dialect) effectively for purposes of communication at survival level.
- To deal with a range of predictable simple language tasks using a limited range of language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.

Communicative content:

- Greetings
- Personal information
- Your immediate family
- Your studies and jobs
- Where you live
- Your city and country
- Present and past actions/events
- Describing people, places and objects
- Daily habits/routine
- Making comparisons
- Talking about future plans (basic)
- Expressing likes/dislikes

Structural content:
- Pronunciation
- Feminine and masculine words
- Present tense
- The definitive article
- Independent pronouns and pronoun suffixes
- Nouns-adjective phrases
- Numbers
- Plural
- Word order
- Demonstrative
- Possessive pronouns
- Interrogatives (where, when, what, in which,etc.)
- Prepositions: in, between, etc
- Nisba (nationality)
- Idafa (genitive construction)
- Past Tense
- Use of "also, where, in the same, etc."

Teaching: 24 hours of classes in the MT. 33 hours of classes in the LT. 3 hours of classes in the ST.
- This is a 60 hour-course.
- Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: Weekly exercises featuring interactive work and oral practise; grammar exercises; reading and listening comprehension.
Indicative reading: Study Pack to be provided.
Other useful materials for this level
- Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et all. Georgetown Univ. Press, Second or Third Editions
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Syrian Colloquial Arabic, a Functional Course (third edition) by Mary-Jane Liddicoat, Richard Lennane and Dr Iman Abdul Rahim
- Arabiyyat al-Naas (Part 1). An introductiory course in Arabic by Munther Younes, Routledge, 2014

Assessment: Oral examination (30%) in the LT.
Continuous assessment (70%) in the MT and LT.

LN703
Arabic: Level Two (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Nadim Ben Mohamed Mahjoub TW3.6.01
Pre-requisites:
- Students should have previously learnt … see description of “Communicative content” and “Structural Content” of Level 1 Standard (LN701) and/or Level 1 Fast Track (LN702). Admission into the course upon completion of level test and tutor’s approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.
- This course is suitable for students wanting to improve Modern Standard Arabic.

Course content:
Course aims:
- To use Arabic effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A2- of Common European Framework.

Communicative content:
- Talking about present events and experiences
- Talking about past events and experiences
- Describing people, places and objects
- Talking about daily habits/routine
- Making comparisons
- Using both past and present
- Talking about future plans (basic)
- Expressing preferences
- Expressing likes/dislikes
- Writing a postcard

Structural content:
- Revision of present tense
- Revision of Nisba (nationality)
- Revision of Idafa (genitive construction)
- Revision of possessive
- Negative phrases
- Prepositions with pronoun suffixes
- Past tense
- Comparative
- Adverbs of frequency
- Introduction to Masdar (verbal noun)
- Time expressions
- Verb Kana (To be)
- Dual and Plural (sound and broken)
- Future tense
- Numbers
- Number-noun agreement (1-10)
- Adjective-noun agreement (human/non human)
- Demonstratives
- Quantities
- Introduction to cases and declination (nominative, accusative, genitive)

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack
Other useful materials for this level
- Mastering Arabic 1 and 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan.
- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
  Dictionary
- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press,1983)

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN704
Arabic: Level Two (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Mr Nadim Ben Mohamed Mahjoub TW3.6.01
Pre-requisites:
- Students should have previously learnt … see description of “Communicative content” and “Structural Content” of Level 1 Fast Track (LN702) and/or Level 2 Standard (LN703). Admission into the course upon completion of level test and tutor’s approval.
- Students should demonstrate commitment to regular attendance,

completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.
- This course is suitable for students wanting to improve Modern Standard Arabic.

Course content:
Course aims:
- To use Arabic effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A2 of Common European Framework.

Communicative content:
- Talking about present events and experiences
- Talking about past events and experiences
- Describing people, places and objects
- Talking about habits, hobbies and daily routine
- Making comparison between people, things or places
- Using both past and present
- Talking about future plans (further details)
- Giving opinions
- Expressing agreement
- Expressing wishes and plans for the future
- Writing a postcard or letter

Structural content:
- Revision of past tense
- Revision of present tense
- Negative phrases
- Prepositions with pronoun suffixes
- Forms of the Arabic verb (1-4)
- Comparatives
- Adverbs of frequency
- Masdar (verbal noun)
- Time expressions
- Verb Kana (To be) and introduction to hollow verbs
- Plural (broken plural 1-5)
- Future tense
- Numbers
- Adjective-noun agreement (human/non-human)
- Use of the accusative
- Declination (nominative, genitive, accusative).

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack will be provided
Other materials useful for this level
- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan.
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011

Dictionaries
- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press,1983)

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN705
Arabic: Level Three (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Luay Hasan TW3.6.01
Pre-requisites:
- Students should show command (at both oral and written level) … see description of “Communicative content” and “Structural Content” of Level 2 Fast Track (LN704). Admission into the course after completion of level test and tutor’s approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.
- This course is suitable for students wanting to improve Modern Standard Arabic.

Course content:
Course aims:
- To use Arabic effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- Level B1 of Common European Framework.

Communicative content:
- Talking about past events and experiences
- Talking about present events and experiences.
- Describing places, people and objects.
- Making comparisons.
- Expressing wishes, plans for the future, uncertainty and doubts.
- Giving opinions and judgements
- Expressing agreement and disagreement.
- Talking about current issues
- Giving advise

Structural content:
- Revision of past tense and Present tense
- Revision of negative phrases
- Forms of the Arabic verb (1-10)
- Plural patterns
- Comparative forms
- Verb Kana (To be) and other hollow verbs
- Future tense
- Numbers
- Verb/subject agreements
- Assimilated, doubled and defective verbs
- Verbs with hamza
- The subjunctive
- Kana and its sisters
- Inna and its sisters
- Relative clauses
- Imperative: do/don' t
- Passive
- Dual (verbs, nouns, adjectives, pronouns and relative clauses)

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack
Other useful materials for this level
- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2009
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011

Dictionaries
- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press,1983)
- Dictionary Arabic-English, English-Arabic by N.Awde and K. Smith, Bennett and Bloom

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN707
Arabic: Level Four (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Luay Hasan TW3.6.01
Pre-requisites:
- Students should show command (at both written and oral level) … see description of “Communicative content” and “Structural

Content" of Level 3 (LN 705) . Admission into the course after completion of level test and tutor's approval.
- This course is suitable for students wanting to improve Modern Standard Arabic.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course content:
Course aims:
- To extend the ability to use Arabic effectively for purposes of general communication.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- Level B2 of Common European Framework.

Communicative content:
- Describing people, feelings and places.
- Talking about past experiences and events.
- Talking about present experiences and events.
- Relating actions in the past.
- Expressing wishes, plans for the future and doubts.
- Summarising.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Comparing possibilities.
- Forbidding and suggesting.
- Talking about current issues.
- Paraphrasing.

Structural content:
- Relative clauses
- Revision of past, present, future, imperative
- Revision of passive voice
- Revision of hollow, assimilated, doubled and defective verbs
- Revision of verbs with hamza
- Conditional sentences
- Inna and its sisters
- Forms of hollow, assimilated, doubled and defective verbs
- Forms of verbs with hamza
- Verbs with two accusatives
- Transitive verbs with two direct objects

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack
Other useful materials for this level
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al- Arabiyya: Pt. 1and Pt.2: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press.

Dictionaries
- Hans Wehr Arabic-English Dictionary of Modern Written Arabic (edited by J M Cowan, Spoken Lang. Service,1976)
- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press,1982) ISBN 0-19-864321-7
- Al-Mawrid English-Arabic Dictionary by Munir Ba'albaki (Dar al-Ilm Lil-Malayen, Beirut)
- Al-Munjid fi-l-Lughah wa-l-A'laam (Dar al-Machreq, Beirut, 1998) (Arabic-Arabic)

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN709
Arabic: Level Five (Current Issues)

This information is for the 2017/18 session.
Teacher responsible: Mr Luay Hasan TW3.6.01
Pre-requisites:
- Students should command (at both written and oral level) … see description of "Communicative content" and "Structural Content" of Level 4 (LN707). Admission into the course after completion of level test and tutor's approval.
- A high level of oral fluency expected from students.
- This course is suitable for students wanting to improve Modern Standard Arabic to an advanced level.
- To focus on oral skills while reviewing some grammar key points.
- To focus on current issues related to the Arab World.
- Students should be motivated to study and research independently.

Course content:
Course aims:
- To extend the ability to use Arabic effectively for purposes of general communication in a variety of academic, social and work-related contexts
- To develop a high degree of independence and flexibility in Arabic
- To understand and analyse complex texts about culture and society in Arabic speaking countries
- To establish specific linguistic skills and strategies required to communicate about current issues in Arabic speaking countries
- Level C1 of Common European Framework

Communicative content:
Advanced Arabic language with reference to the Arabic media through selected written and audivisual texts covering a number of key current topics in the Arab World.
- Logical argumentation
- Issues of group dynamic
- Reading, summarising and processing
- information of complex texts
- Understanding and using complex and
- authentic language
- Leading a discussion: expressing an opinion,
- agreement, disagreement
- Exchanging specific information

Structural content:
Contextualised revision of some grammar points agreed with the students.
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Materials and web pages will be provided via Moodle
Dictionaries
- Hans Wehr Arabic-English Dictionary of Modern Written Arabic (edited by J M Cowan, Spoken Lang. Service,1976)
- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press,1982) ISBN 0-19-864321-7
- Al-Mawrid English-Arabic Dictionary by Munir Ba'albaki (Dar al-Ilm Lil-Malayen, Beirut)
- Al-Munjid fi-l-Lughah wa-l-A'laam (Dar al-Machreq, Beirut, 1998) (Arabic-Arabic)

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN812 Not available in 2017/18
Catalan: Level Four (Standard)

This information is for the 2017/18 session.
Teacher responsible: Ms Ester Pou Jutglar TW3 6.01
Pre-requisites: This is an intermediate course and students should have previously learnt to use the language with a certain degree of autonomy and effectiveness in the usual communicative situations. Admission into the course upon completion of level test and tutor's approval during the needs analysis session.
Course content: To develop the ability to use Catalan effectively for purposes of a wide range of practical communication, and reading comprehension in a variety of contexts with an acceptable degree of precision and fluency. To establish the skills, language and attitudes required to promote and facilitate further study of Catalan. To bring the students to level B2 of CEFR.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Structural content: Revision of present tenses; Revision of past tenses; Contrast between past tenses; Contrast between "ser" and "estar"; Subjunctive tenses and their use; Correlation between verbal tenses; Conditional clauses; Impersonal clauses; Relative clauses; Causal, consecutive and final clauses; Links between clauses; Reported speech; Use of clitic pronouns ("pronoms febles"); Use of prepositions "per" and "per a"; Forming words; Idiomatic expressions; Verbal periphrasis (perífrasis verbals).
Communicative content: Expressing emotions and feelings; Expressing desires and preference; Expressing suggestions, advice and opinions; Paraphrasing; Organising a complex oral speech; Organising a complex written discourse; Summarising.
Talking about current issues related to the social sciences within the context of Catalan speaking area: Politics in Catalonia, relationship with Spain and the EU context, Identity, Sociolinguistic issues, Gender, Media, Art, Cinema, amongst other.
Formative coursework: Students will be expected to produce 10 pieces of coursework in the MT and LT.
Continuous Assessment (70%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
Indicative reading:
Mas Prats, Marta; Vilagrasa Grandia, Albert (2008). Veus. Curs de català. Llibre de l'alumne. Nivell 3. Barcelona: PAMSA.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN721
French: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Francois Simon TW3.6.01K and Miss Florence Niclot TW3.6.01D
Pre-requisites: No previous knowledge required. All students welcome but they should :
- Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Dedicate at least one hour per week for coursework in addition to classes.

Students do not need to be experienced language learners to take this standard course.
It is compulsory for students to watch the beginners course guide video, available in the Language Centre website, or attend one of the information sessions.
Course content:
Course aim:
- To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- To establish the skills, language and attitudes required to promote and facilitate further study of French.
- To bring students to level A1 of CEFR.

Communicative content:
- Greet people.
- Introduce yourself and others.
- Giving and receiving information.
- Taste, likes and dislikes.
- Ask, give directions.
- Describe a place.
- Talk about your daily routine.
- Time, date.
- Ask for price, purchasing, ordering goods.

Structural content:
- To be and to have.
- Definite, indefinite articles.
- First, second conjugation verbs + some common irregular verbs.
- Possessives adjectives.
- Negative forms.
- Prepositions. Numbers.
- Imperative.
- Forming questions.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Formative coursework: The students will be required to complete weekly language exercises.
Indicative reading:
- Totem 1 - méthode de français A1 - Marie-José Lopes - Jean-Thierry Le Bourgnac - HACHETTE
- Totem 1 - cahier d'activités A1 - Marie-José Lopes - Jean-Thierry Le Bourgnac - HACHETTE
- A dictionary as recommended by your teacher

Assessment: Continuous assessment (70%) in the MT, LT and ST.
Oral examination (30%) in the LT.

LN722
French: Level One (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Mr Francois Simon TW3.6.01K and Miss Florence Niclot TW3.6.01D
Pre-requisites: No previous knowledge required. All students welcome but they should :
- Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Dedicate at least one hour per week for coursework in addition to classes.

Students do not need to be experienced language learners to take this standard course.
It is compulsory for students to watch the beginners course guide video, available in the Language Centre website, or attend one of the information sessions.
Course content:
Course aim:
- To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- To establish the skills, language and attitudes required to promote and facilitate further study of French.
- To bring students to level A1 of CEFR.

Communicative content:
- Greet people.
- Introduce yourself and others.
- Giving and receiving information.
- Taste, likes and dislikes.
- Ask, give directions.
- Describe a place.
- Talk about your daily routine.
- Time, date.
- Ask a price, purchasing, ordering goods.

Structural content:
- To be and to have.
- Definite, indefinite articles.
- First, second conjugation verbs + some common irregular verbs.
- Possessives adjectives. Negative forms.
- Prepositions.
- Numbers.
- Imperative.
- Forming questions.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Formative coursework:
The students will be required to complete weekly language exercises.
Indicative reading:

- Totem 1 - méthode de français A1 - Marie-José Lopes - Jean-Thierry Le Bourgnec - HACHETTE
- Totem 1 - cahier d'activités A1 - Marie-José Lopes - Jean-Thierry Le Bourgnec - HACHETTE
- A dictionary as recommended by your teacher

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN723
French: Level Two (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Francois Simon TW3.6.01K and Miss Florence Niclot TW3.6.01D
Pre-requisites: Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN721 or LN722). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.
Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.
Course content:
Course Aim: To bring students to level A2-B1 of CEFR.
SPEAKING

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

WRITING

- Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

LISTENING

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

READING

- Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. E-mail and web-based material + social science related articles.

Communicative content:

- Introduce oneself and give personal information.
- Talk about your taste, likes and dislikes, political opinions.
- Asking, giving directions, describe a place. Talk about your activities and habit.
- Make an appointment, reschedule…Asking and giving help.
- Giving your opinion.
- Ask, accept and refuse, talk about price, quantity…Time, dates…
- Talk about past events.
- Describe a person, an object.
- Compare.
- Agree, disagree, justify your opinion.
- Talk about your plans and the future.

Structural content: The scheme of work includes: Thorough revision of the basics:

- How to introduce oneself, Questions, Negative forms, Present tense etc.
- Past tenses: the basic combination of perfect (Passé composé) and imperfect (imparfait).
- Introduction to future tenses: Futur proche.
- Grammar: Verbs (Regular, irregular, reflexive).
- Articles (Definitive, indefinitive, possessive).
- Pronouns (Direct, indirect, Y, EN).
- Prepositions...

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Formative coursework: The students will be required to complete weekly language exercises.
Indicative reading:

- Textbook : français.com - 2ème édition - niveau débutant - Français professionnel - Jean-Luc Penfornis - CLE International
- A study pack, provided by LSE.
- A dictionary as recommended by your teacher.

Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN724
French: Level Two (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Mr Francois Simon TW3.6.01K and Miss Florence Niclot TW3.
Pre-requisites: Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN721 or LN722). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.
Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.
Course content:
Course aim:
SPEAKING

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

WRITING

- Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

LISTENING

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

READING

- Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. E-mail and web-based material + social science related articles.

To bring students to level A2-B1 of CEFR.
Communicative content:

- Introduce oneself and give personal information.
- Talk about your taste, likes and dislikes, political opinions.
- Asking, giving directions, describe a place.
- Talk about your activities and habits.
- Make an appointment, reschedule…
- Asking and giving help.
- Giving your opinion.
- Ask, accept and refuse, talk about price, quantity…
- Time, dates…
- Talk about past events.
- Describe a person, an object.
- Compare.

• Agree, disagree, justify your opinion.
• Talk about your plans and the future.
Structural content: The scheme of work includes: Thorough revision of the basics:
• How to introduce oneself
• Questions
• Negative forms
• Present tense etc.
• Past tenses: the basic combination of perfect (Passé composé) and imperfect (imparfait).
• Introduction to future tenses: Futur proche. Grammar:
• Verbs (Regular, irregular, reflexive).
• Articles (Definitive, indefinitive, possessive).
• Pronouns (Direct, indirect, Y, EN).
• Prepositions...
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Formative coursework:
The students will be required to complete weekly language exercises.
Indicative reading:
• Textbook : Français.com - 2ème édition - Jean-Luc Penfornis - CLE international
• **A study pack** : provided by LSE.
• **A dictionary** as recommended by your teacher.
Assessment: Oral examination (30%) in the LT.
Continuous assessment (70%) in the MT and LT.

LN726
French: Level Three (CIA Courtauld Institute of Art)

This information is for the 2017/18 session.
Teacher responsible: Mr Halim Benzine TW3 6.01, Miss Florence Niclot TW3.6.01D and Mr Francois Simon TW3.6.01K
Pre-requisites:
• This level is suitable for students from the Courtauld Institute of Art who learnt French for some time (a few years) a long time ago (secondary school).
• A good foundation but find it difficult to express themselves mostly orally.
• This level can also be taken by GCSE students from LSE.
SPEAKING
• Use simple phrases and sentences to describe where they live and people they know.
• Speak about what they study (history of art, arts), and be able to function within a range of basic activities relating to work, study or time spent in the country.
WRITING
• Write short, simple greetings.
• Fill in forms with personal details, basic communication in e-mails, or short descriptions or paragraphs relating to an area of interest in arts.
LISTENING
• Recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings when people speak slowly and clearly.
• Understand short excerpts from current affairs, programmes or news items on TV and Radio.
READING
• Understand the gist of and some details of original text extracts, for example on notices, posters, in newspapers, adverts and on the web, and in simple articles relating to the Social Sciences.
• Admission to the course upon completion of online level test and tutor's approval during needs analysis.
• For students who are able to interact in a variety of familiar contexts without major difficulties but who do need to review and consolidate their French.
Course content:
Course aim:
SPEAKING AND SPOKEN INTERACTION
• Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
• Produce talks on simple topics relating to Art.
• Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.
WRITING
• Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to Art.
LISTENING
• Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the world of Culture and Art.
READING
• Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + art related articles.
To bring students to level B1 of CEFR.
Communicative content:
• Introduce oneself, talk about opinions, beliefs, political views.
• Talk about daily activities. Make an appointment, reschedule, accept, refuse.
• Give your opinion and justify it. Talk about a past event, past experiences...
• Take/ give advice and make/respond to suggestions.
• Future plans and projects. Express a wish, a will. Express doubt, certainty, possibility.
• Express cause, consequence, obligation, aim.
Structural content:
• Consolidation of major grammatical points (direct, indirect pronouns y & en...).
• Perfect, past tenses, conditional. Present tense irregular verbs consolidation.
• Question formation with a wide range of tenses.
• Adjectives, place, agreement. Express duration (depuis, pendant, pour).
• Use of relative pronouns (qui/que, ce qui/ce que).
Teaching: 20 hours of classes in the MT. 20 hours of classes in the LT. 2 hours of classes in the ST.
This is a 46 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Formative coursework: The students will be required to complete weekly language exercises.
Indicative reading:
• A study pack, provided by LSE.
• A dictionary and a grammar book as recommended by your teacher
Assessment: Continuous assessment (70%) in the MT, LT and ST.
Oral examination (30%) in the LT and ST.

LN727
French: Level Three (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Francois Simon TW.6.01K and Miss Florence Niclot TW6.01D
Pre-requisites: Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN723 or LN724). Students should: Demonstrate

full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes .
Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.
For students who are able to interact in a variety of familiar contexts without major difficulties but who do need to review and consolidate their French. This level can also be taken by GCSE students.
Course content:
Course Aim: To bring students to level B1 of CEFR.
SPEAKING AND SPOKEN INTERACTION
• Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
• Produce talks on simple topics relating to the Social Sciences.
• Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.
WRITING
• Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.
LISTENING
• Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.
READING
• Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + social science related articles.
Communicative content:
• Introduce oneself, talk about opinions, beliefs, political views.
• Talk about daily activities. Make an appointment, reschedule, accept, refuse.
• Give your opinion and justify it.
• Talk about a past event, past experiences…Take/ give advice and make/respond to suggestions.
• Future plans and projects.
• Express a wish, a will.
• Express doubt, certainty, possibility. Express cause, consequence, obligation, aim.
Structural content: Consolidation of major grammatical points (direct, indirect pronouns y & en…).
• Perfect, past tenses, conditional.
• Present tense irregular verbs consolidation.
• Question formation with a wide range of tenses.
• Adjectives, place, agreement.
• Express duration (depuis, pendant, pour).
• Use of relative pronouns (qui/que, ce qui/ce que).
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Formative coursework: The students will be required to complete weekly language exercises.
Indicative reading: A study-pack : provided by LSE. **A dictionary and a grammar book as recommended by your teacher**
Assessment: Oral examination (30%) in the LT.
Continuous assessment (70%) in the MT and LT.

LN728
French: Level Three (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Miss Florence Niclot TW3.6.01D and Mr Francois Simon TW3.6.01K
Pre-requisites: Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN723 or LN724). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes .
Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.
This level is suitable for students who learnt French for some time (a few years) a long time ago (secondary school). A good foundation in the target language. Students express themselves with confidence or at least are willing to try. This level can also be taken by GCSE students.
Course content:
Course Aim: To bring students to level B1 of CEFR.
SPEAKING AND SPOKEN INTERACTION
• Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
• Produce talks on simple topics relating to the Social Sciences.
• Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.
WRITING
• Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.
LISTENING
• Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.
READING
• Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + social science related articles.
Communicative content:
• To introduce oneself, talk about opinions, beliefs, political views.
• Talk about daily activities.
• Make an appointment, reschedule, accept, refuse.
• Give your opinion and justify it.
• Talk about a past event, past experiences…Take/ give advice and make/respond to suggestions.
• Future plans and projects. Express a wish, a will.Express doubt, certainty, possibility.
• Express cause, consequence, obligation, aim.
Structural content:
• Consolidation of major grammatical points (direct, indirect pronouns y & en…).
• Perfect, past tenses, conditional.
• Present tense irregular verbs consolidation.
• Question formation with a wide range of tenses.
• Adjectives, place, agreement. Express duration (depuis, pendant, pour).
• Use of relative pronouns (qui/que, ce qui/ce que).
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: A study pack, provided by LSE. A dictionary and a grammar book as recommended by your teacher
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN729
French: Level Four (Standard)

This information is for the 2017/18 session.
Teacher responsible: Miss Florence Niclot TW3.6.01D and Mr Francois Simon TW3.6.01K
Pre-requisites: Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN727 or LN728).
Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least one hour per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.
For anyone who wants to improve French. The student should have sufficient skills in all four skills as listed above.
Course content:
Course Aim
SPEAKING AND SPOKEN INTERACTION
• Connect phrases adequately in order to describe experiences events, hopes and ambitions.
• Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences.
• Enter unprepared into a conversation on topics that are familiar.
• Give your opinion and justify. Talk about a past event, past experiences…Take, give advice and suggest. Future plans and projects. Express a wish, a will. Express doubt, certainty.
WRITING
• Write simple connected text on topics that are familiar or of personal interest.
• Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.
• Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
LISTENING
• Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc.,
• Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is in standard dialect.
READING
• Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication.
• In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.
To bring students to level B2 of CEFR.
Communicative content:
• Talk about your daily activities. Make an appointment, reschedule, accept, refuse.
• Give your opinion and justify.
• Talk about a past event, past experiences…
• Take, give advice ad suggest. Future plans and projects. Express a wish, a will.
• Express doubt, certainty.
Structural content:
• Major grammatical points (direct, indirect pronouns, express cause, consequence, obligation, aim…).
• Perfect, past tenses, conditional. Present tense irregular verbs. Question words. Adjectives, place, agreement. Express duration.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Manual, grammar book and dictionary as recommended by the teacher.
Assessment: Continuous assessment (70%) in the MT, LT and ST.
Oral examination (30%) in the LT.

LN730
French: Level Four (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Miss Florence Niclot TW3 6.01D and Mr Francois Simon TW3. 6.01K
Pre-requisites: Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN727 or LN728).
Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least one hour per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.
For anyone who wants to improve French. The student should have sufficient skills in all four skills as listed above.
Course content:
Course Aim
SPEAKING AND SPOKEN INTERACTION
• Connect phrases adequately in order to describe experiences events, hopes and ambitions.
• Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences.
• Enter unprepared into a conversation on topics that are familiar.
• Give your opinion and justify. Talk about a past event, past experiences…Take, give advice and suggest. Future plans and projects. Express a wish, a will. Express doubt, certainty.
WRITING
• Write simple connected text on topics that are familiar or of personal interest.
• Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.
• Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
LISTENING
• Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc., understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is in standard dialect.
READING
• Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication.
• In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.
To bring students to level B2 of CEFR.
Communicative content:
• Talk about your daily activities. Make an appointment, reschedule, accept, refuse.
• Give your opinion and justify.
• Talk about a past event, past experiences…
• Take, give advice ad suggest. Future plans and projects. Express a wish, a will.
• Express doubt, certainty.
Structural content:
• Major grammatical points (direct, indirect pronouns, express cause, consequence, obligation, aim…).

• Perfect, past tenses, conditional. Present tense irregular verbs. Question words. Adjectives, place, agreement. Express duration.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Formative coursework:
The students will be required to complete weekly language exercises.
Indicative reading:
• A grammar study pack, provided by LSE.
• A study pack, provided by LSE.
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN734
French: Level Five (Management and Business)

This information is for the 2017/18 session.
Teacher responsible: Mr Thierry Semo TW3 6.01, Miss Florence Niclot TW3.6.01D and Mr Francois Simon TW3.6.01K
Pre-requisites: 400 hours including self study (16+) Good A-Level pass. More than eight years at secondary school level. High level of ORAL fluency in the language.
Admission to the course upon completion of online level test and tutor’s approval during needs analysis. You will need to show and demonstrate a special interest in the topic or being in the process of studying it. This course is best suited to CEMS students.
Course content:
Course aim:
• To develop the ability to speak and interact confidently in French in the formal context of a company and in situations related to business and management.
• To develop the necessary intercultural skills which are needed in multicultural environments such as multinational companies.
• To develop transferable skills to interact in meetings and social events.
• To bring students to level C1-C2 of CEFR.
Communicative content:
• To introduce a topic in the field of Management and Business.
• To develop and describe particular points.
• To make an appropriate conclusion. To describe a situation.
• To describe the context of an event.
• To express and justify opinions.
• To agree, disagree and justify a choice.
• To introduce someone to the advantages and disadvantages of an option.
• To propose, accept or refuse.
• To negotiate and find a compromise.
• To conclude and adopt a recommendation.
• To express feelings.
• To speak about an event (past/present/future) and explain circumstances, causes and consequences.
• To debate and interact confidently in a discussion.
Structural content:
• Listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.
• Topical issues through the analysis of texts related to the world of business in French on a weekly basis.
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Thierry Semo, Le Français des Affaires, 2008 (course pack distributed in class).
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN735
French: Level Five (Writing)

This information is for the 2017/18 session.
Teacher responsible: Miss Florence Niclot TW3 6.01D and Miss Stephanie Beltrando TW3.6.01
Pre-requisites: 250 hours including self study, high mark at A-Level or B2/C1 CEFR level. Admission to the course upon completion of online level test and tutor’s approval during needs analysis. If you are confident in speaking French but struggle with the writing, this course is right for you.
Course content:
Course Aim: To establish the grammar awareness required to promote and facilitate further study of French. To bring students to level C1-C2 of CEFR. To develop students' grammatical and writing skills. To develop students' academic writing and methodology, critical and analytical skills, and intercultural competence. Communicatve Content: writing e-mails, formal letters, understanding articles, etc.
Structural content: Revision of the basics of French grammar. The function of the noun phrase, in more depth. Determiners. Articles. Verbs, tenses (revision, present, past future, conditional). In depth study of the subjunctive, present, past imperfect. The structure of complex sentences. Adverbs, prepositions and conjunctions. Any grammatical point needed by individual students and/by the group as a whole.
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: BLED,CONJUGAISON, Hachette
FRENCH GRAMMAR, Shaum's
ATELIER GRAMMAIRE, Hachette. MODERN FRENCH GRAMMAR, Routledge. GRAMMAIRE PROGRESSIVE DU FRANCAIS VOL 2,3, Clé International. LES DIFFICULTES DE LA GRAMMAIRE FRANÇAISE, Clé International.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN737
French: Level Five (Legal Issues)

This information is for the 2017/18 session.
Teacher responsible: Mr Pierre Dagonnot TW3 6.01, Miss Florence Niclot TW3.6.01D and Mr Francois Simon TW3.6.01K
Pre-requisites:
• 400 hours including self study (16+) Good A-Level pass. More than eight years at secondary school level. High level of ORAL fluency in the language.
• Admission to the course upon completion of online level test and tutor’s approval during needs analysis.
• You will need to show and demonstrate a special interest in the topic or being in the process of studying it .
• This course is best suited to LLM / LLB students.
Course content:
• Course Aim: To be able to read and understand French specialised press, news and articles.
• You will also be able to discuss current topics and their effects on the French Legal system.
• To learn how to express logical argumentation in French.
• To improve pronunciation by recording your voice via Wimba (Moodle).
• To find it helpful to discuss views with other French students and exchange documents using Moodle, should collaboration arise with French University.
• To bring students to level C1 - C2 of CEFR.
Communicative content:
• To introduce a topic in the field of the law. To develop and describe particular points.
• To make an appropriate conclusion.
• To describe a situation.

- To describe the context of an event.
- To express and justify opinions.
- To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse.
- To conclude and adopt a recommendation.
- To express feelings.
- To speak about an event (past/present/future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion. To compare with other legal systems.

Structural content: Listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.
- Topical issues through the analysis of legal texts in French on a weekly basis.

Teaching: 16 hours of lectures in the MT. 4 hours of lectures in the LT.
Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: No textbook.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN738
French: Level 5 (European Issues)

This information is for the 2017/18 session.
Teacher responsible: Mr Pierre Dagonnot TW3 6.01, Miss Florence Niclot TW3 6.01 D and Mr Francois Simon TW3 6.01K
Pre-requisites:
400 hours including self study (16+).
Good A-Level pass.
More than eight years at secondary school level.
High level of ORAL fluency in the language.
Admission to the course upon completion of online level test and tutor's approval during needs analysis.
You will need to demonstrate during the interview a special interest in the topic.
Course content:
Course aim:
- To develop the ability to use French effectively for purposes of practical communication and reading/listening comprehension with an understanding of the major social and political issues in France/Francophone countries from a European point of view.
- To bring students to level C1 - C2 of CEFR. Communicatvie

Content:
- To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions.
- To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse. To negotiate and find a compromise.
- To conclude and adopt a resolution.
- To express feelings.
- To speak about an event (past/present/ future) and explain circumstances , causes and consequences.
- To debate and interact confidently in a discussion.

Structural content:
- Listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.
- Topical issues through the analysis of texts in French on a weekly basis such as: European integration from a French perspective, European Institutions, the constitution of the European Union, Economic and Monetary Union, Immigration in Europe, Languages and Education in Europe.

Teaching: 16 hours of classes in the MT. 4 hours of classes in the LT.
Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: No textbook. "compilation de documents" to be distributed in class.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN741
French: Level 5 (Current Issues)

This information is for the 2017/18 session.
Teacher responsible: Miss Florence Niclot TW3 6.01 D and Mr Francois Simon
Pre-requisites:
- Good A-Level pass. More than eight years at school level.
- High level of ORAL fluency in the language.
- Admission to the course upon completion of online level test and tutor's approval during needs analysis.
- Students should be motivated to study and research independently.

Course content:
- Course Aim: This is a proficiency course with a focus on current issues. To develop the ability to speak and interact confidently in French in a wide range of an social contexts and situations and present clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- To develop the necessary intercultural skills which are needed in multicultural environments.
- To develop transferable skills to interact in debates and meetings.
- To read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints and understand texts of a more generalist nature relating to relevant areas of the Social Sciences.
- To understand more complex factual texts relating to Politics, International History, Economics and other associated areas. To follow TV programs and recorded material in both general and subject specific areas.
- To bring students to level C1 of CEFR.

Communicative content: Advanced French language with reference to French speaking countries and contemporary issues and topics: International Relations, Media, Education, Gender, Race, Politics, Social Classes and Social Movements.
- To introduce a topic in the field of Social Sciences.
- To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions. To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse.
- To negotiate and find a compromise.
- To conclude and adopt a resolution.
- To express feelings.
- To speak about an event (past/present/future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion.

Structural content: Reading and listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.
- Grammar : Indicative content :

1 All Pronouns.
2 Comparatives and superlatives.
3 Expression of duration, frequency, simultaneity. Most tenses

including subjunctive.
4 Passive forms.
5 Expression of cause, consequence, circumstance and restriction.
6 Direct speech and indirect speech… “Marqueurs chronologiques”. “Marqueurs logiques”
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: No textbook. Compilation of documents distributed in class.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN742
German: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Doris Hermann-Ostrowski
Pre-requisites: All students welcome but they should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are not expected to be experienced language learners.
Course content:
Course aim:
• To develop the ability to use German effectively for purposes of practical communication at a basic level in familiar domestic, work and social contexts.
• To establish the skills, language and attitudes required to promote and facilitate further study of German. To acquire basic literacy.
• To master the pronunciation of German sounds.
• To have basic knowledge of grammatical gender, word-formation, word-order in the sentence.
• To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
• To familiarise students with the background to German speaking countries, including culture and civil societies.
• To bring students to level A1 CEFR.
Communicative content:
• Asking for and giving personal information, directions and opinions.
• Describing people, objects, feelings and places.
• Talking about likes and dislikes, expressing preferences and making comparisons.
• Talking about actions.
• Expressing intentions, ignorance and proposing alternatives.
• Expressing frequency.
• Talking about past events and experiences.
• Talking about habitual actions in the past.
• Talking about festive events, invitations, plans.
• Asking for and giving advice.
Structural content: Introducing the basics of German in the following areas:
• Grammatical gender and plural of nouns.
• Present tense of regular, modal and some irregular/strong verbs.
• Direct and indirect objects; complements.
• Possessive pronouns.
• Prepositions taking the dative and/or accusative case.
• Present perfect of regular and irregular/strong verbs.
• Frequency adverbs; numbers.
• Combining of Perfect and Präteritum.
• Expressions of time.
• All three forms of the imperative.
• Introduction to subordinate clauses.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
• Schritte International, Kursbuch and Arbeitsbuch (Hueber) 2008, ISBN: 9783190018512 and Glossary XXL ISBN: 9783194518513.
• Klipp und Klar, Übungsgrammatik Grundstufe Deutsch mit Lösungen, C Fandrych and U.Tallowitz, (Klett) 2008, ISBN: 9783126753227.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN744
German: Level One (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Mrs Martina Rohr
Pre-requisites: No previous knowledge of German required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners with a basic knowledge of English/German grammar terms.
Course content:
Course aim:
• To develop the ability to use German effectively for purposes of practical communication at a basic level in familiar domestic, work and social contexts.
• To establish the skills, language and attitudes required to promote and facilitate further study of German. To acquire basic literacy.
• To master the pronunciation of German sounds.
• To have basic knowledge of grammatical gender, word-formation, word-order in the sentence.
• To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
• To familiarise students with the background to German speaking countries, including culture and civil societies.
• To bring students to level A1/A2 CEFR.
Communicative content:
• Asking for and giving personal information, directions and opinions.
• Describing people, objects, feelings and places.
• Talking about likes and dislikes, expressing preferences and making comparisons.
• Talking about actions.
• Expressing intentions, ignorance and proposing alternatives.
• Expressing frequency.
• Talking about past events and experiences.
• Talking about habitual actions in the past.
• Talking about festive events, invitations, plans.
• Asking for and giving advice.
Structural content: Introducing the basics of German grammar in the following areas:
• Grammatical gender and plural of nouns.
• Present tense of regular, modal and some irregular/strong verbs.
• Direct and indirect objects; complements.
• Possessive pronouns.
• Prepositions taking the dative and/or accusative case.
• Present perfect of regular and irregular/strong verbs.
• Frequency adverbs; numbers.
• Combining of Perfect and Präteritum.
• Expressions of time.
• All three forms of the imperative.
• Introduction to subordinate clauses.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
• DaF kompakt A1, Kursbuch and Arbeitsbuch & 2 CDs (Ernst Klett Publishers) 2011, ISBN: 978-3-12-676186-4.
• DaF kompakt A1, Intensivtrainer (Ernst Klett Publishers) 2011,

ISBN: 978-3-12-676183-3
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN746
German: Level Two (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Doris Hermann-Ostrowski
Pre-requisites: Some previous knowledge of German at the A1 level CEFR is required, e.g. completion of the LSE Language Centre courses LN742 or LN744. This course is also suitable for re-starters, i.e. learners with some limited experience of learning German who have not studied or used the language for a number of years.
Students are not expected to be very experienced language learners, but they should:
- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

Admission onto the course upon completion of an online level test and tutor's approval.
Course content:
Course aim:
- To develop the ability to use German effectively for purposes of practical communication in familiar work and social contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To bring students to level A2 CEFR.

Communicative content:
- Asking for and giving personal information, directions and opinions;
- Talking about actions, describing people, objects and places;
- Talking about likes, dislikes, expressing preferences and making comparisons.
- Expressing intentions, ignorance and proposing alternatives
- Expressing frequency
- Describing feelings, events and objects in the past
- Talking about habitual actions in the past
- Talking about festive events, invitations, plans
- Asking for and giving advice.

Structural content: Introducing the basics of German grammar in the following areas:
- Grammatical gender and plural of nouns
- Adjectives and adjectival endings
- Present tense of regular, modal and some irregular/strong verbs
- Direct and indirect objects; complements
- Personal and possessive pronouns
- Prepositions taking the dative and/or accusative case
- Present perfect of regular and irregular/strong verbs
- Frequency adverbs; numbers
- Combining Perfect and Präteritum/Imperfekt;
- Expressions of time
- All three forms of the imperative;
- Word order in main and subordinate clauses.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Schritte International 2, Kursbuch and Arbeitsbuch (Hueber) 2008, ISBN: 9783190018529. Vol 1, Glossary XXL ISBN: 9783194518513; Vol 2, Glossary XXL ISBN: 9783194518520.

Upon teacher's advice
- Schritte Kursbuch Arbeitsbuch Hueber
- Klipp und Klar, Übungsgrammatik Grundstufe Deutsch mit Lösungen, C. Fandrych and U.Tallowitz, (Klett) 2008, ISBN: 9783126753227.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN748
German: Level Two (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Mr Florian Fischer
Pre-requisites: Some previous knowledge of German at the A1 level CEFR is required, e.g. completion of the LSE Language Centre courses LN742 or LN744. Students should also:
- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

Admission into the course upon tutor's approval. All students must take the online aptitude test and gain permission of the tutor in their Needs Analysis Interview to take this course. Students are expected to be experienced language learners with a basic knowledge of English / German grammar terms.
Course content:
Course aim:
- To develop the ability to use German effectively for purposes of practical communication in familiar work and social contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To bring students to level A2 CEFR

Communicative content:
- Asking for and giving personal information, directions and opinions;
- Talking about actions, describing people, objects and places;
- Talking about likes, dislikes, expressing preferences and making comparisons.
- Expressing intentions, ignorance and proposing alternatives
- Expressing frequency
- Describing feelings, events and objects in the past
- Talking about habitual actions in the past
- Talking about festive events, invitations, plans
- Asking for and giving advice.

Structural content: Introducing the basics of German grammar in the following areas:
- Grammatical gender and plural of nouns
- Adjectives and adjectival endings
- Present tense of regular, modal and some irregular/strong verbs
- Direct and indirect objects; complements
- Personal and possessive pronouns
- Prepositions taking the dative and/or accusative case
- Present perfect of regular and irregular/strong verbs
- Frequency adverbs; numbers
- Combining Perfect and Präteritum/Imperfekt
- Expressions of time
- All three forms of the imperative;
- Word order in main and subordinate clauses

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
- *DaF kompakt A2, Kurs- und Übungsbuch + 2 Audio-CDs* (Ernst

Klett Publishers), 2011. ISBN: 978-3-12-676187-1.
- *DaF kompakt A2 Intensivtrainer*, (Ernst Klett Publishers), 2011. ISBN: 978-3-12-676184-0.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN750
German: Level Three (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Doris Hermann-Ostrowski
Pre-requisites: Knowledge and skills of German at the A1/A2 level of CEFR are required, for example completion of the LSE Language Centre courses LN746 or LN748.
Participants should also:
- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.
Course content:
Course Aims:
- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To improve reading comprehension, oral and listening skills as well as written communication
- To improve accuracy in using inflexions, gender and word-order in sentences.
- To enable students to follow and discuss social, political and economic issues related to German-speaking countries at a basic to intermediate language level
- To bring students to level A2/B1 CEFR

Communicative content:
- Talking and writing about past events and experiences.
- Talking and writing about jobs and professions.
- Asking for and giving advice.
- Talking and writing about future plans.
- Describing the behaviour of people.
- Talking and writing about cultural and social events.
- Expressing your personal opinion in discussions and arguments.

Structural content: Improving the contextual understanding and use of grammatical structures:
- Past and future tenses
- Expressions of time and frequency
- Word order in main and subordinate clauses
- Graduating modal verbs
- Introduction of subjunctive and passive voice.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
- Schritte International 3, Kursbuch and Arbeitsbuch (Hueber) 2008, ISBN: 9783190018529.

Upon teacher's advice:
- und Klar Übungsgrammatik Grundstufe Deutsch mit Lösungen C Fandrych Klett

Assessment: Continuous assessment (70%) in the MT. Oral examination (30%) in the LT.

LN751
German: Level Three (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Mrs Susanne Muller-Menckens
Pre-requisites: Knowledge and skills of German at the A2 level of CEFR are required, for example completion of the LSE Language Centre courses LN746 or LN748.
Participants should also:
- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.
Course content:
Course Aims:
- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To improve reading comprehension, oral and listening skills as well as written communication
- To improve accuracy in using inflexions, gender and word-order in sentences.
- To enable students to follow and discuss social, political and economic issues related to German-speaking countries at a basic to intermediate language level
- To bring students to level B1 CEFR

Communicative content:
- Talking and writing about past events and experiences.
- Talking and writing about jobs and professions.
- Asking for and giving advice.
- Talking and writing about future plans.
- Describing the behaviour of people.
- Talking and writing about cultural and social events.
- Expressing your personal opinion in discussions and arguments

Structural content: Improving the contextual understanding and use of grammatical structures:
- Past and future tenses
- Expressions of time and frequency
- Word order in main and subordinate clauses
- Graduating modal verbs
- Introduction of subjunctive and passive voice

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
- DaF kompakt B1, Kurs- und Übungsbuch + 2 Audio-CDs, ¿(Ernst Klett Publishers), ISBN: 978-3-12-676188-8.
- DaF kompakt B1, Intensivtrainer, (Ernst Klett Publishers), ISBN: 978-3-12-676192-5.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN752
German: Level Four (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Susanne Muller-Menckens
Pre-requisites: Skills and knowledge at the A2/B1 level of the Common European Reference Framework for Languages.
Students should:
- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course. Students are not expected to be very experienced language learners.

Course content:

Course aim:

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To deal with a range of predictable simple language tasks using a range of language to meet the needs of differing but familiar situations and topics
- To enable students to understand simple authentic media texts and audio-visual material related to political, social and economic issues in German-speaking countries
- To enable students to discuss social, political and economic issues related to German-speaking countries
- To bring students to level B1/B2 CEFR

Communicative content:

- Communicating about social, political and economic issues
- Communicating about professional life and future plans
- Expressing emotions, describing the behaviour of people
- Communicating about your studies and research
- Communicating about a variety of texts, e.g. literary, journalistic, academic etc.
- Expressing your opinion in discussions and arguments
- Arguing in favour or against possible actions

Structural content: Developing a communicative and contextual understanding of a range of grammatical structures:

- Syntax of compound and complex sentences, use of connectors, valency of verbs
- Active and passive voice constructions in all tenses
- Use of indirect speech, and the subjunctive
- Participle constructions
- Nominalization
- Use of modal verbs and modal verb alternatives

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Upon teacher's advice:

- em neu Brückenkurs, Hueber: 2008, ISBN: 978-3-19-501696-4

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN753
German: Level Four (Fast Track)

This information is for the 2017/18 session.

Teacher responsible: Mrs Susanne Muller-Menckens

Pre-requisites: AS-level or A-level, or equivalent skills and knowledge at the B1/B2 level of the Common European Reference Framework for Languages.

Participants should:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

All participants must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

Course Aims:

- To enhance and expand previously acquired communicative skills.
- To develop the ability to use German effectively for purposes of communication and comprehension in a variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in German.
- To enable students to understand authentic newspaper texts and audio-visual contents related to political, social and economic issues in German-speaking countries.
- To enable students to converse fluently about a range of topics with native speakers.
- To enable students to express themselves in writing about a range of familiar topics related to political, social and economic issues.
- To enable students to express standpoints and opinions related to topical debates in German-speaking countries and to argue about the pros and cons of possible actions.
- To develop an advanced understanding of different structural aspects of the language (i.e. by using meta-language such as grammatical terms etc.).
- To bring students to level B2 CEFR.

Communicative content:

- Communicating about jobs and professional life in detail;
- Communicating about social, political and economic topics;
- Communicating about future plans;
- Expressing emotions and describing the behaviour of people;
- Communicating about studies and research;
- Communicating about a variety of texts, e.g. literary, journalistic, academic etc.;
- Communicating about cultural and social events;
- Expressing your opinion in discussions and arguments.

Structural content: Developing a communicative and contextual understanding of a range of grammatical structures encountered in authentic language:

- Syntax of compound and complex sentences, use of connectors, valency of verbs
- Active and passive voice constructions in all tenses
- Use of indirect speech, and the subjunctive
- Participle constructions
- Nominalization
- Use of modal verbs and modal verb alternatives

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: There is no set course book, but the tutor will provide a selection of print and audio-visual material from a variety of media sources. Students will also be able to make use of the online resources provided by the course Moodle site. Students might want to acquire the following printed resources recommended for the advanced study of German:

- Wolski, Werner (2012). Pons Kompaktwörterbuch Deutsch als Fremdsprache, Stuttgart: Klett Verlag
- Durrell, Martin et al. (2002) Essential German Grammar, London: Routledge

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN754
German: Level Five (Current Issues)

This information is for the 2017/18 session.

Teacher responsible: Mr Florian Fischer

Pre-requisites: Students are expected to

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor to take this course after attending the Needs Analysis Interview.

Course content:

Course aims:

- To retain, enhance and expand previously acquired

communicative skills;
- To increase the ability to use German effectively for the purposes of advanced communication and comprehension in a variety of everyday, academic, and professional contexts;
- To develop an advanced understanding of German grammar;
- To develop the ability to communicate confidently in German about a wide range of subjects related to the field of Social Sciences;
- To bring course participants to level C1 of CEFR.

Communicative content:
- Discussing and analysing contemporary social, politic and cultural issues and developments in German-speaking countries and societies;
- Keeping up-to-date about developments in German-speaking countries by using German print and audio-visual media;
- Talking and writing about people and their professions in greater detail;
- Talking and writing about future research/study plans;
- Reading and discussing a variety of texts, e.g. literary, journalistic, academic etc.
- Expressing your opinion freely in discussions and arguments;
- Agreeing and disagreeing, negotiating;
- Speaking about events, explaining circumstances, causes and consequences;
- Debating and interacting confidently in a discussion.

Structural content:
- In the context of the topics outlined above: revision of the most important grammatical structures and introduction to the lexical-grammatical characteristics of different registers and literary styles;
- Focus on forms and structures related to German for Academic Purposes.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: A Reading List will be drawn up following discussions with the students in the first and second week of teaching and the tutor will provide material from a variety of print, audio and electronic sources. Please make use of the online resources provided by the course Moodle site. Students might want to acquire the following printed resources recommended for advanced study of German:
- Wolski, Werner (2012). Pons Kompaktwörterbuch Deutsch als Fremdsprache, Stuttgart: Klett Verlag
- Durrell, Martin (2011). Hammer's German Grammar and Usage, Fifth Edition, London: Hodder Education

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN758
Italian: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Anna Giuffria TW3 6.01
Availability: This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.
Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Students do not need to be experience language learners to take this standard course.
Course content:
Course aim:
- To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1 of CEFR

Communicative content: From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.
Functional content:
- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give information on work, learning how to fill in forms.
- Talking about the family.
- Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
- Talking about your daily routine.
- Talking about hobbies and free time.

Structural content: The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above.
The structural content is broken down as follows:
- Nouns (gender and number).
- Adjectives.
- Definite and indefinite articles.
- Present, regular and irregular verbs.
- Conditional of volere.
- Simple and compound prepositions.
- Uses of the verb piacere.
- Direct pronouns.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: RETE 1. Corso multimediale d'italiano per stranieri, M. Mezzadri e P.E. Balboni . Guerra Edizioni. DIZIONARIO ITALIANO-INGLESE.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN759
Italian: Level One (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Mrs Anna Giuffria TW3 6.01
Pre-requisites: No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Students should be able to demonstrate a successful track record of learning languages.
Course content:
Course aim: To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1/A2 of CEFR.

Communicative content: From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.
Functional content:
- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give

information on work , learning how to fill in forms, i.e. CVs.
• Talking about the family.
• Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
• Talking about your daily routine.
• Talking about hobbies and free time.
• Talking about past holidays.
• Express likes and dislike.

Structural content: The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above. The structural content is broken down as follows:Nouns (gender and number). Adjectives. Definite and indefinite articles. Present of regular and irregular verbs. Conditional of volere. Uses of the verb piacere. Simple and compound prepositions. Past tense with regular and irregular past participles. Direct pronouns. Indirect pronouns.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: ESPRESSO1 corso d'italiano. LucianaZiglio. Giovanni Rizzo. Edizioni Alma. DIZIONARIO ITALIANO-INGLESE
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN799
Italian: Level One (CIA)

This information is for the 2017/18 session.
Teacher responsible: Mrs Anna Giuffria TW3 6.01
Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. This is a beginners course for students at the Courtauld Institute of Art.
Course content:
Course aim:
•To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
•To improve the 4 skills with special focus on listening and speaking.
•To be able to interact in Italian common situations.
•To acquire a good range of vocabulary.
•To have a good basis to continue in the study of the language at higher levels.
•To bring the students to level A1 of CEFR
Communicative content: From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.
Functional content:
•Asking for and giving personal information.
•Giving personal details, telephone number, asking where and when an event will take place.
•Introducing someone formally and informally, ask and give information on work, learning how to fill in forms.
•Talking about the family.
•Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
•Talking about your daily routine.
•Talking about hobbies and free time.
Structural content: The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above.
The structural content is broken down as follows:
•Nouns (gender and number).
•Adjectives.
•Definite and indefinite articles.
•Present, regular and irregular verbs.
•Conditional of volere.
•Simple and compound prepositions.
•Uses of the verb piacere.
•Direct pronouns.
Teaching: 18 hours of classes in the MT. 22 hours of classes in the LT. 6 hours of classes in the ST.
This is a 46 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
ESPRESSO 1 LIBRO DELLO STUDENTE. LUCIANA ZIGLIO - GIOVANNA RIZZO. EDIZIONI ALMA DIZIONARIO ITALIANO-INGLESE
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN760
Italian: Level Two (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Anna Giuffria TW3 6.01
Pre-requisites:
This is an elementary level course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN759). Students should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. This course may be suitable for re-starters.
Course content:
Course aim:
• To develop the ability to use Italian effectively for purposes of practical communication and reading comprehension in familiar and social contexts.
• To establish the skills, language and attitude required to promote and facilitate further study of Italian at an intermediate level.
• To acquire the substantial information on Italy in relation to topics such as: economy, life style, education, jobs and history and social issues.
• The course also aims to revise and consolidate all the basic structures before advancing to more difficult language structures.
• Students will be encouraged to practiase productive skill, speaking and writing, and to improve receptive skills, reading and writing. Students will also start to study or analyse more authentic than artificial material. At the end of the course students should be able to interact with native speakers and be confident in the use of the language in daily life situations. Students should also acquire the required level to continue the study of the language at level 3.
• To bring the students to level A2 of CEFR.
Communicative content:
• Talking about your daily life, hobbies and social life.
• Asking and giving past and current information.
• Giving a summary of a past holiday.
• Talking about habitual actions in the past.
• Express likes, dislikes and preferences.
• Expressing opinion in simple context and making comparisons between people and things or events.
• Describing feeling and object in the past.
• Giving information about your education background.
• Talking about ideal jobs.
• Future plans.
Structural content: Present tense of regular and irregular verbs. Past tense. Imperfect. Compound prepositions. Direct pronouns. Indirect pronouns. Simple future . Frequency adverbs. Comparatives and superlatives. Present conditional. Indefinites. ci & ne.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the

LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: ESPRESSO 2 CORSO DI ITALIANO
Libro dello studente ed esercizi
Maria Balì - Giovanna Rizzo ALMA EDIZIONI. DIZIONARIO ITALIANO-INGLESE
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN761
Italian: Level Three (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Anna Giuffria TW3 6.01
Pre-requisites: This is a lower intermediate course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 2 (LN760). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. For students who are able to interact in a variety of contexts without major difficulties.
Course content:
Course aim:
- To develop the ability to use Italian effectively for purpose of practical communication and reading comprehension in a variety of contexts related to social sciences.
- To establish the skills, language and attitude required to promote and facilitate further study of Italian at advanced level.
- To acquire substantial information on Italy in relation to topics such as: politic, economy, life style, arts, history and social issues.
- To bring the students to level B1 of CEFR.

Communicatvie Content: ¿ Revision of elementary (level 2) course content, and introduction to new functional and grammatical items. Expressing wishes, plans for the future and doubts. Forbidding and suggesting. Giving opinions and judgements. Expressing hypothesis and certainty. Comparing possibilities. Describing national, regional economies. Describing people's character, positive and negative aspects. Acquiring the required vocabulary and structures to be able to communicate in a business situation with the use of the appropriate language register.
Structural content: Revision of passato prossimo and imperfetto. Comparison between the two past tenses. Present conditional. Present subjunctive. Direct, indirect, combined, relative pronouns. Present and past conditional. Comparative and superlative with expressions. Stare + gerundive.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Grammatica essenziale della lingua italiana (versione italiana). Marco Mezzadri. Edizioni Guerra. The teacher will integrate the materials of this book with authentic material from various sources such as: newspapers and magazines, internet, Italian text focussing on a specific skill. Students should have a bilingual dictionary and a general grammar book for their own reference. Ask the teacher for advice on the choice available on the market.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN764
Japanese: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang 601b, Tower 3
Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Students do not need to be experienced language learners to take this standard course.
Course content:
Course Aim: To develop the ability to use Japanese effectively for purposes of practical communication at survival level. To deal with a range of different social situations by using limited language skills. To read and write Hiragana and some Katakana. To develop language skills to meet the needs. of differing but familiar situations and topics. To establish the skills, language patterns and attitudes required to promote and facilitate further study of Japanese.
Communicative content: Asking for and giving personal information and opinions. Talking about present and past actions. Expressing frequency. Talking about recent events in the past. Asking and describing locations. Making telephone calls (e.g. clients etc.). Describing people and places. Shopping and purchasing etc.
Structural content: This course finishes up to Lesson 14 of the textbook. Verb "DESU" (affirmative, negative, past and non-past). Particles: WA, NO, MO, NI, GA etc. MASU-form (affirmative, negative, past and non-past) of verbs of motion, existence, action, giving and receiving. Demonstratives. Interrogatives. Numbers and counting system. Adverbs, adverbial expressions. I/NA-adjectives (affirmative, negative, past and non-past).
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition) available from The Japan Centre,14-16 Regent Street, London, SW1Y 4PH .
Assessment: Continuous assessment (70%) in the MT, LT and ST.
Oral examination (30%) in the LT and ST.

LN766
Japanese: Level One (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang 601b, Tower 3
Pre-requisites: No previous knowledge required. This course may be suitable for re-starters.
All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Students should be able to demonstrate a successful track record of learning languages.
Course content:
Course Aims: To develop the ability to use Japanese effectively for purposes of practical communication at survival level. To deal with a range of different social situations by using limited language skills. To read and write Hiragana, Katakana and about 30 Kanji. To develop language skills to meet the needs of differing but familiar situations and topics. To establish the skills, language patterns and attitudes required to promote and facilitate further study of Japanese.
Communicative content: Asking for and giving personal information, and opinions. Talking about present and past actions. Expressing frequency. Talking about recent events in the past. Asking and describing locations. Making telephone calls (e.g. clients etc.). Describing people and places. Shopping and purchasing etc.
Structural content: This course finishes up to Lesson 14 of the textbook. Verb "DESU" (affirmative, negative, past and non-past). Particles: WA, NO, MO, NI, GA etc., MASU-form (affirmative, negative, past and non-past) of verbs of motion, existence, action, giving and receiving. Demonstratives. Interrogatives. Numbers and counting system. Adverbs, adverbial expressions. I/NA-adjectives (affirmative, negative, past and non-past).
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition) available from The Japan Centre,14-16 Regent Street, London, SW1Y 4PH .
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN768
Japanese: Level Two (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang 601b, Tower 3
Pre-requisites: Previous knowledge of Japanese required: appr. 40 hours of instruction. All students welcome but they should: Demonstrate full commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Admission into the course upon the tutor's approval during the Needs Analysis Interviews. Students should be able to demonstrate a successful track record of learning languages.
Course content:
Course Aims: To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts. To deal with a range of different social situations by using basic language skills. To read and write Hiragana, Katakana, and be able to read and write more than 70 Kanji. To execute predictable simple language tasks, using a limited range of language to meet the needs of differing but familiar situations and topics. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese. To exchange personal information, including your studies and outside interests. To interpret documents and data containing some topical facts and figures of countries/ places. Demonstrate an awareness of and ability to use formal and informal registers in a very limited social context. To handle survival situations at a basic linguistic level.
Communicative content: Asking a person or offering to do something (e.g.: hold a meeting, party). Describing what you or someone else is doing. Ordering items for business needs, booking restaurants etc. Giving and receiving directions. Describing one's daily commute. Asking permission. Making requests. Refusing to follow instructions politely. Express desire, preference, likes and dislikes. Dining out with customers or friends. Reading some modified articles on current affairs. Making comparisons (comparative and superlative degree).
Structural content: Verb stem of MASU-form + MASHO/MASHO KA/MASEN KA. Verbs of transition. Verb stem of MASU-form + TAI DESU/TAKU NAI DESU. Verb TE-form : ….TE,….TE, ; TE, KUDASAI/ TE MO II DESU/KA/TE IMASU. Verb NAI-form: NAIDE KUDASAI. Expressions with GA. Interrogatives (DOYATTE and DONOGURAI). Adjectives (with ---NO HOGA, YORI and ICHIBAN). Connecting related sentences.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition). On completion of Book I, first 3 lessons of Japanese for Busy People II Kana version (revised, 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN769
Japanese: Level Three (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang 601b, Tower 3
Pre-requisites: Previous knowledge of Japanese required: 80 hours study including self-study and fluent in writing and reading Hiragana, Katakana and at least 50 Kanji. Students need to demonstrate full commitment to: regular attendance, completion of homework, completion of all assessments and portfolio. Have both an awareness of grammatical structures and an ability to use them. Dedicate at least two hours per week for coursework, in addition to classes. Only in exceptional circumstances students who do not fulfil these requirements will be admitted into the course upon approval of course co-ordinator. Students are expected to be able to read and write all Hiragana, Katakana and 50 Kanji.
Course content:
Course Aims: To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts. To deal with a range of different social occasions by using limited language skills. To read and write Hiragana, some Katakana, and being able to read and write at least 100 Kanji. To execute predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese. To be aware of the linguistic implications and use of the subjunctive and conditional modes. To use a broader rage of vocabulary. To perform a variety of tasks in a wider range of factual, persuasive and expressive language contexts. To combine and recombine language elements to accomplish tasks.
Communicative content: Consulting someone about what to buy as a souvenir; Asking about someone's preference for food, drink, etc.; Stating or asking for an opinion about two or more items in comparison with one another; Stating size or characteristics of items you wish to buy; Indicating your preferred method of payment; Talking about your family, their interests and the kinds of gifts that make them happy; Describing lost items; Describing characteristics of a person, place, or things; Talking about routines and habits; Talking about interests and things you want to learn; Talking about travelling in Japan and Japanese cultural experiences; Talking about your health; Stating or confirming the progress of preparations; Talking about changes that in a town; Describing your personal effects; Talking about schedules; Communicating your intentions in relation to the near future; Confirming the details of trip; Talking about problems; explaining solutions. Referring to indefinite places, things or people; Making comparisons; Getting information or advice; Stating decisions; Connecting related sentences; Describing ongoing actions or states in effect.
Structural content: Plain form of verbs; Expressions of frequency; Talking about past experiences; Using the adverbial forms of adjectives to modify verbs; Making strong suggestions; Asking for and offering explanations; Detailing a sequence of events; Plain forms of adjectives and nouns; Using direct and indirect quotations; Forming modifying clauses; Giving a reason; Expressing potentiality; Expressing uncertainty; Talking about future events coming into being; Making hypothetical statements; Making conditional statements; Expressing necessity.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Japanese for Busy People II (Revised 3rd Edition), available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN810
Japanese: Level Four (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang
Pre-requisites: Previous knowledge of Japanese required: 250 hours, including self-study and fluency in writing and reading Hiragana, Katakana and at least 250 Kanji. Students are expected to read at least 300 Kanji.
Course content:
Course Aims: To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts. To practise the ability to use Japanese effectively for purposes of practical communication and reading completion dealing with linguistically challenging tasks. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.
Communicative content: Talking about problems and explaining solutions; Expressing supposition and impressions; Conveying information gained elsewhere; Describing actions done or to be done in preparation for the future; Expressing certainty; Expressing beliefs or expectations based on information gained elsewhere; Expressing ideas that run contrary to expectation; Expressing causes or reasons for situations or outcomes; Describing change: change coming into effect and continuous changes; Describing deliberate effects; Expressing purpose; Expressing completion/ Incompletion of past, present or future actions; Giving examples of events or actions; Stating decisions; Making suggestions based on supposition;
Structural content: Intransitive and transitive verbs, conditional statement, potential verb + -yoni narimasu, additional use of te form, inference, -tara/ba/reba (used idiomatically).
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Minna no Nihongo Shokyu, Vol. 2, 2nd Edition (Book & CD)
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN813
Japanese: Level Four (Media and Culture)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang 601b, Tower 3
Pre-requisites: Students must have completed Japanese: Level Three (Fast Track) (LN769).
Course content: Advanced study of Japanese via Japanese rich media. The course aims to enhance your listening and speaking skills via a wide range of Japanese media such as news, film, animation, TV interview site. The course also aims to explore the Japanese culture, society, economy and politics via media. A range of related topics will be introduced and discussed in class.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students will be expected to produce 10 quizzes in the MT, LT and ST.
Indicative reading: N/A
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN811
Korean: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Course coordinator: Dr Catherine Xiang, 601b, Tower 3
Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. For anyone who wants to learn Korean.
Course content:
Course Aim: To develop the ability to use Korean effectively for purposes of practical communication at survival level. To master the pronunciation of Korean. To have basic knowledge of Korean language: Pinyin spelling, tones, characters, words and syntax.
To be able to communicate in a range of daily life situations and travelling to Korea. To establish the language skills and attitudes required to promote and facilitate further study of Korean. To increase cultural awareness of Korea. To prepare students for the equivalent of A1 CEFR.
Communicative content: The course is focused on the following communicative functions: Greetings. Introducing yourself and others. Asking for and giving personal information. Introducing your family. Talking about date, daily routine, future plans. Talking about birthday and holiday. Asking and giving time. Arranging a date. Making suggestions. Understanding Korean currency. Shopping and bargaining. Ordering food and drinks. Eating out and reading a menu. Using public transports in Korea. Asking and giving directions. Checking into a hotel. Making simple requests. Describing past events. Talking about likes and dislikes. Making a phone call. Describing and solving problems.
Structural content: This course will introduce the basics of Korean in the following grammatical areas: Form simple questions. Indicating possession. Use of negation. Use of location indicator. Measure words. Indicate future. Indicate past. Verb constructions. Imperative. Comparison. Expressing frequency. The course will also introduce 600 words and 150 Korean characters.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Integrated Korean: Beginning 1 (KLEAR Textbooks in Korean Language) by Korean Language Education and Research Center (KLEAR), Young-Mee Yu Cho, Hyo Sang Lee and Carol Schulz (15 Dec 2009). Read and Speak Korean for Beginners with Audio CD, 2nd Edition (Read & Speak for Beginners) by Sunjeong Shin (1 Jul 2011). Korean: Beginner's Course (World Language) by Living Language (28 Dec 2007). Basic Korean: A Grammar and Workbook (Grammar Workbooks) by Andrew Sangpil Byon (31 Jul 2008).
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN820
Korean: Level 2 (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang Tower 3, 601B
Pre-requisites: Students must have completed Korean: Level One (Standard) (LN811).
Students who have completed LN811 Korean Level One successfully or equivalent.
Course content:
Course Aim: To develop the ability to use Korean effectively for purposes of practical communication at intermediate level. To improve the pronunciation of Korean. To have enhanced knowledge of Korean language: Pinyin spelling, tones, characters, words and syntax. To be able to communicate in a range of daily life situations and travelling to Korea. To establish the language skills and attitudes required to promote and facilitate further study of Korean. To increase cultural awareness of Korea. To prepare students for the equivalent of B1 CEFR.
Communicative content: The course is focused on the following communicative functions: Greetings. Introducing yourself and others. Asking for and giving personal information. Introducing your family. Talking about date, daily routine, future plans. Talking about birthday and holiday. Asking and giving time. Arranging

a date. Making suggestions. Understanding Korean currency. Shopping and bargaining. Ordering food and drinks. Eating out and reading a menu. Using public transports in Korea. Asking and giving directions. Checking into a hotel. Making simple requests. Describing past events. Talking about likes and dislikes. Making a phone call. Describing and solving problems.
Structural content: Asking a person or offering to do something (e.g.: hold a meeting, party). Describing what you or someone else is doing. Ordering items for business needs, booking restaurants etc. Giving and receiving directions. Describing one's daily commute. Asking permission. Making requests. Refusing to follow instructions politely. Express desire, preference, likes and dislikes. Dining out with customers or friends. Reading some modified articles on current affairs. Making comparisons (comparative and superlative degree).
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students will be expected to produce 10 exercises in the MT, LT and ST.
Indicative reading: Integrated Korean: Beginning 2 (KLEAR Textbooks in Korean Language) by Korean Language Education and Research Center (KLEAR), Young-Mee Yu Cho, Hyo Sang Lee and Carol Schulz (15 Dec 2009). Read and Speak Korean for Improvers with Audio CD, 2nd Edition (Read & Speak for Beginners) by Sunjeong Shin (1 Jul 2011). Korean: Intermediate Course (World Language) by Living Language (28 Dec 2007). Basic Korean: A Grammar and Workbook (Grammar Workbooks) by Andrew Sangpil Byon (31 Jul 2008).
Assessment: Oral examination (30%) in the LT and ST.
Continuous assessment (70%) in the MT, LT and ST.

LN711
Mandarin: Level 1 (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi TW3 601h
Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. This course puts special emphasis on speaking and listening. You will be introduced to Chinese characters but mainly for simple recognition.
Course content:
Course aim:
- To develop the ability to use Chinese effectively for purposes of practical communication at survival level.
- To master the pronunciation of Mandarin.
- To have basic knowledge of Chinese language: Pinyin spelling, tones, characters, words and syntax.
- To be able to communicate in a range of daily life situations and travelling to China.To establish the language skills and attitudes required to promote and facilitate further study of Chinese.
- To increase cultural awareness of China.
- To prepare students for the equivalent of A1 CEFR.

The course is focused on the following communicative functions:
- Greetings.
- Introducing yourself and others.
- Asking for and giving personal information.Introducing your family.
- Talking about date, daily routine, future plans.Talking about birthday and holidays.
- Asking and giving time.Arranging a date.
- Making suggestions.Understanding Chinese currency.
- Shopping and bargaining.
- Ordering food and drinks.
- Eating out and reading a menu.
- Using public transports in China.
- Asking and giving directions.
- Checking into a hotel.
- Making simple requests.
- Describing past events.
- Talking about likes and dislikes.
- Making a phone call.
- Describing and solving problems.

This course will introduce the basics of Mandarin in the following grammatical areas:
- Form simple questions.
- Indicating possession.
- Use of negation.
- Use of location indicator.
- Measure words.
- Indicate future.
- Indicate past.
- Verb constructions.
- Imperative.
- Comparison.
- Expressing frequency.

The course will also introduce 600 words and 150 Chinese characters.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
Key textbook:
Mastering Chinese, 2010, by Catherine H Xiang, Palgrave Macmillan.
Recommended Readings:
Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986.
Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998.
Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN712
Mandarin: Level 1 (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi TW3 601H
Pre-requisites: For learners who would like to re-start Mandarin or have familiarity with Chinese script. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. For anyone who wants to learn Mandarin.
Course content:
Course aim:
- To develop the ability to use Chinese effectively for purposes of practical communication at survival level.
- To master the pronunciation of Mandarin.
- To have basic knowledge of Chinese language: Pinyin spelling, tones, characters, words and syntax.
- To be able to communicate in a range of daily life situations and travelling to China.
- To establish the language skills and attitudes required to promote and facilitate further study of Chinese.
- To increase cultural awareness of China.
- To prepare students for the equivalent of A1 CEFR.

The course is focused on the following communicative functions:
- Greetings.
- Introducing yourself and others.
- Asking for and giving personal information.
- Introducing your family.
- Talking and writing about date, daily routine, future plans.

• Talking and writing about birthday and holidays.
• Asking and giving time.
• Arranging a date.
• Making suggestions.
• Understanding Chinese currency.
• Shopping and bargaining.
• Ordering food and drinks.
• Eating out and reading a menu.
• Using public transports in China.
• Asking and giving directions.
• Checking into a hotel.
• Making simple requests.
• Describing past events.
• Talking about likes and dislikes.
• Making a phone call.
• Describing and solving problems

This course will introduce the basics of Mandarin in the following grammatical areas:
• Form simple questions.
• Indicating possession.
• Use of negation.
• Use of location indicator.
• Measure words.
• Indicate future.
• Indicate past.
• Verb constructions.
• Imperative.
• Comparison.
• Expressing frequency.

The course will also introduce 600 words and 150 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Mastering Chinese, 2010, by Catherine H Xiang, Palgrave Macmillan

Recommended Readings: Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986; Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998; Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington, Routledge, 1998.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN713
Mandarin: Level 2 (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi TW3 601H
Pre-requisites: Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN711 or LN712). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:
Course aim:
• To further develop the ability to use Chinese in all four skills (speaking, listening, reading and writing) effectively for purposes of practical communication at survival level.
• To improve Chinese pronunciation.
• To enables students gain confidence in Chinese characters, moving from reading Pinyin to characters.
• To deal with a range of predictable simple language tasks using a limited linguistic range to meet the needs of differing but familiar situations and topics.
• To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
• To prepare students for the equivalent of A2 CEFR.

The course is focused on the following communicative functions:
• Greetings.
• Introducing yourself and others.
• Talking about job, nationality, identity.
• Asking for permission.
• Looking for someone.
• Making comments and suggestions.
• Meeting people for the first time.
• Talking about one's study.
• Introducing your family.
• Talking about one's university.
• Asking about someone's age and birth place.
• Celebrating birthday.
• Solving language problems.
• Understanding Chinese currency.
• Shopping and bargaining.
• Talking about likes and dislikes.
• Expressing one's ability.
• Talking about one's health.
• Expressing need or desire.
• Renting a house.
• Making a complaint or an apology.
• Expressing holiday greetings.

This course will introduce the basics of Mandarin in the following grammatical areas:
• Word order in Chinese sentences.
• Sentences with '是'.
• Sentence with a verbal predicate.
• Attributives expressing possession.
• Yes/no questions.
• Use of adverbs.
• Sentence with '有'.
• Propositional phrases.
• Sentences with double objects.
• Serial verb phrases.
• Alterative questions.
• Model verbs.

The course will also introduce 350 words and 120 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:
Key textbook: New practical Chinese Reader, textbook, vol. 1, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings: Chinese for Busy Learners (Lessons 6-12). Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986. Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998.
Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN714
Mandarin: Level 2 (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi TW3 601H
Pre-requisites: Students should have successfully completed LSE Level 1 fast track course LN712 or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 Fast track (LN712). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment.Dedicate

at least two hours per week for coursework, in addition to classes. Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. This course may be suitable for re-starters with sufficient knowledge of words and characters.
Course content:
Course aim:
- To further develop the ability to use Chinese in all four skills (speaking, listening, reading and writing) effectively for purposes of practical communication at survival level.
- To improve Chinese pronunciation.
- To consolidate and expand knowledge of Chinese characters.
- To deal with a range of predictable simple language tasks using a limited linguistic range to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To prepare students for the equivalent of A2 CEFR.

The course is focused on the following communicative functions:
- Greetings.
- Introducing yourself and others.
- Talking about job, nationality, identity.
- Asking for permission.
- Looking for someone.
- Making comments and suggestions.
- Meeting people for the first time.
- Talking about one's study.
- Introducing your family.
- Talking about one's university.
- Asking about someone's age and birth place.
- Celebrating birthday.
- Solving language problems.
- Understanding Chinese currency.
- Shopping and bargaining.
- Talking about likes and dislikes.
- Expressing one's ability.
- Talking about one's health.
- Expressing need or desire.
- Renting a house.
- Making a complaint or an apology.
- Expressing holiday greetings.

This course will introduce the basics of Mandarin in the following grammatical areas:
- Word order in Chinese sentences.
- Sentences with '是'.
- Sentence with a verbal predicate.
- Attributives expressing possession.
- Yes/no questions.
- Use of adverbs.
- Sentence with '有'.
- Propositional phrases.
- Sentences with double objects.
- Serial verb phrases.
- Alterative questions.
- Model verbs.

The course will also introduce 350 words and 120 Chinese characters.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
Key textbook: New practical Chinese Reader, textbook + workbook, vol. 1, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)
Recommended Readings: Chinese for Busy Learners (Lessons 6-12),Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986. Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998. Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN715
Mandarin: Level 3 (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi CMK.C521
Pre-requisites: Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN713 or LN714). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes .Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. This course may be suitable for re-starters with sufficient knowledge of words and characters.
Course content:
Course aim:
- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills and language required to promote and facilitate further study of Chinese.
- To enhance knowledge of Chinese culture and society.
- To improve your transferable skills.
- To bring students to the equivalent of level B1, CEFR.

The course is focused on the following communicative functions:
- Talking about past event.
- Changing money at banks.
- Making new friends.
- Describing and comparing things.
- Buying clothes.
- Taking a bus.
- Sending letters and parcels.
- Talking about hobbies.
- Asking and giving reasons.
- New year's greetings.
- Talking about direction and location.
- Talking about sports.
- Talking about one's experience.
- Looking for jobs.
- Talking about plans.
- Talking about weather.
- Purchasing plane tickets.
- Talking about changes.
- Talking about living conditions.
- Talking about an incident.
- Talking about language studies.

This course will focus on the following grammatical areas:
- The complement of state.
- Reduplication of the verb.
- Sentence with '把'.
- The simple directional complement.
- Time-measure complement.
- Quantity complement.
- Resultive complement.
- Sentence structure '跟…一样'.
- Location words.
- Sentences indicating existence.
- Past experience.
- Action measure complement.
- Sentence structure '虽然…但是'.
- The complex directional complement.
- Notional passive sentences.
- Changed circumstances.

• Sentence structure '不但... 而且...'.
• Condition construction.
• The aspects of an action.
The course will also introduce 540 words and 270 Chinese characters.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
Key textbook: New practical Chinese Reader, textbook, vol. 2, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)
Recommended Readings: Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986. Intermediate Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN716
Mandarin: Level 3 (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi TW3 601H
Pre-requisites: Students should have successfully completed LSE Level 2 Fast Track course LN714 or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN714). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Sessions.
Course content:
Course aim:
• To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
• To establish the skills and language required to promote and facilitate further study of Chinese.
• To enhance knowledge of Chinese culture and society.
• To be able to use a Chinese key board.
• To be able to deliver presentation or essay about a chosen topic.
• To improve your transferable skills.
• To bring students to the equivalent of level of B1, CEFR.
The course is focused on the following aspects:
• Talking about past event.
• Changing money at banks.
• Making new friends.
• Describing and comparing things.
• Buying clothes.
• Taking a bus.
• Sending letters and parcels.
• Talking about hobbies.
• Asking and giving reasons.
• New year's greetings.
• Talking about direction and location.
• Talking about sports.
• Talking about one's experience.
• Looking for jobs.
• Talking about plans.
• Talking about weather.
• Purchasing plane tickets.
• Talking about changes.
• Talking about living conditions.
• Talking about an incident.
• Talking about language studies.
This course will focus on the following grammatical areas:
• The complement of state.
• Reduplication of the verb.
• Sentence with '把'.
• The simple directional complement.
• Time-measure complement.
• Quantity complement.
• Resultive complement.
• Sentence structure '跟...一样'.
• Location words.
• Sentences indicating existence Past experience.
• Action measure complement.
• Sentence structure '虽然...但是...'.
• The complex directional complement.Notional passive sentences.
• Changed circumstances.
• Sentence structure '不但... 而且...'.
• Condition construction.
• The aspects of an action.
The course will also introduce 540 words and 270 Chinese characters.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
Key textbook: New practical Chinese Reader, textbook and workbook, vol. 2, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)
Recommended Readings: Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986 Intermediate Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.
Assessment: Continuous assessment (70%) in the LT and ST. Oral examination (30%) in the LT.

LN717
Mandarin: Level 4 (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi 601H, Tower 3
Pre-requisites: Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN715 or LN716).
Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.
Course content:
Course aim:
• To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in a variety of contexts.
• To establish the language and study skills required to promote and facilitate further study of Chinese.
• To deepen one\xB4s knowledge of Chinese culture and society.
• To be able to deliver presentation or write essay on a given topic.
• To improve your transferable skills.
• To bring the students to the equivalent of level B2, CEFR.
The course is focused on the following communicative functions:
• Expressing one's opinion.
• Giving an example.
• Presenting and appreciating a gift.
• Expressing concerns.
• Comparing.

- Describing things.
- Emphasizing an affirmation.
- Expressing modesty.
- Indicating a change.
- Making a summary.
- Giving encouragement.
- Making inquiries.
- Making estimations.
- Giving implicit response.
- Explaining.
- Indicating possibility.
- Initiating a topic of conversation.
- Making additional remarks.
- Stressing a point.
- Telling a story.
- Reproaching and questioning.
- Refusing.
- Talking about the climate.
- Making suggestions.
- Expressing surprise.
- Sequence of actions.
- Congratulating someone.
- Clarifying a point of view.
- Comforting and consoling.
- Making a decision.

This course will focus on the following grammatical areas:

- Sentence with '把'.
- Using adverbs '要', '最' for comparison.
- Separable verbs.
- Sentence construction: '一也….一也…'.
- Negative comparison.
- The rhetorical questions.
- Sentences containing a series of verbs.
- Resultative complements.
- The reduplication of adjectives.
- The structural particle '地'.
- Sentences indicating the existence or emergence.
- The complement of state.
- Sentence construction '又…又…'.
- Approximate numbers.
- Sentence construction '只要…就…'.
- The adverb '就' and '还'.
- Potential complement.
- The reduplication of nouns, measure words, and numeral measure word phrases.
- Sentence construction '既…又…'
- Interrogative pronouns of indefinite denotation.
- The subjectless sentence.
- Sentence construction '连….也/都'
- Interrogative pronouns of general denotation.
- Fractions, percentages and multiples.
- Sentence construction '一….也/都+没/不..'
- Sentence construction '就是…也…'
- Sentence construction '一….就….'
- Sentence construction '除了…以外, 还/都/也…'.
- Sentence construction '越…越'….
- Flexible uses of interrogative pronouns.
- The adverbs '再' and '又'.

The course will also introduce 680 words and 280 Chinese characters.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

Key textbook: New practical Chinese Reader, textbook, vol. 3, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings: Concise English-Chinese, Chinese-English Dictionary., Commercial Press/Oxford University Press 1986. Intermediate Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN718
Mandarin: Level 4 (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi TW3 601H
Pre-requisites: Students should have successfully completed LSE Level 3 Fast Track Course (LN716) or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 Fast Track Course (LN716). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission onto the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.

Course content:
Course aim:

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in a variety of contexts.
- To establish the language and study skills required to promote and facilitate further study of Chinese.
- To deepen one\xB4s knowledge of Chinese culture and society.
- To be able to deliver presentation or write essay on a given topic.
- To improve your transferable skills.
- To bring the students to the equivalent of level B2, CEFR.

The course is focused on the following communicative functions:

- Expressing one's opinion.
- Giving an example.
- Presenting and appreciating a gift.
- Expressing concerns.
- Comparing.
- Describing things.
- Emphasizing an affirmation.
- Expressing modesty.
- Indicating a change.
- Making a summary.
- Giving encouragement.
- Making inquiries.
- Making estimations.
- Giving implicit response.
- Explaining.
- Indicating possibility.
- Initiating a topic of conversation.
- Making additional remarks.
- Stressing a point.
- Telling a story.
- Reproaching and questioning.
- Refusing.
- Talking about the climate.
- Making suggestions.
- Expressing surprise.
- Describing sequences of actions.
- Congratulating someone.
- Clarifying a point of view.
- Comforting and consoling.
- Making a decision.

This course will focus on the following grammatical areas:

- Sentence with '把'
- Using adverbs '更', '最' for comparison
- Separable verbs
- Sentence construction: 一边….一边…'
- Negative comparison
- The rhetorical questions

• Sentences containing a series of verbs
• Resultative complements
• The reduplication of adjectives
• The structural particle '地'
• Sentences indicating the existence or
• The complement of state
• Approximate numbers
• Sentence construction '又…又…'
• Sentence construction '只要…就…'
• The adverb '就' and '还'
• Potential complement
• The reduplication of nouns, measure words,
• and numeral measure word phrases
• Sentence construction '既…又…'
• Interrogative pronouns of indefinite denotation
• The subjectless sentence
• Sentence construction '连….也/都…'
• Interrogative pronouns of general denotation
• Fractions, percentages and multiples
• Sentence construction '一….也/都+没/不..'
• Sentence construction '就是…也…'
• Sentence construction '一….就….'
• Sentence construction '除了…以外, 还/都/也
• Sentence construction 越…'
• Flexible uses of interrogative pronouns
• The adverbs '再' and '又'

The course will also introduce 680 words and 280 Chinese characters.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
Key textbook: New practical Chinese Reader, textbook and workbook, vol. 3, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)
Recommended Readings: Rapid Reading in Chinese -- Elementary (Hanyu Yuedu Sucheng—Jichu pian) by Zheng Rui, Beijing Language and Culture University Press. 2002. Contemporary Chinese Vol. 4, Beijing University Publishing House. 2007. Intermediate Chinese- A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 2002.
The materials provided by the teacher in Moodle.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN719
Mandarin: Level 5 (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi TW3 601H
Pre-requisites: Students should have successfully completed LSE Level 4 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 4 course (LN717 or LN718). Students are expected to demonstrate a high level of commitment to the course : Regular attendance, Completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week to coursework in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. A very high level of fluency and the ability to do independent research into a chosen topic is expected, i.e. several years of intensive study of Mandarin at higher level, and also a keen interest in current issues.
Course content:
Course aim:
• To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
• To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.
• To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
• To practise the ability to use Chinese effectively for purposes of oral and written communication.
• To establish specific linguistic skills and strategies required to communicate effectively.
• To understand/analyse fairly complex texts about current issues and Chinese culture.
• To involve students in planning the course contents according to their specific needs and interests.
• To bring students to the equivalent of level C1/C2 CEFR.

Learners will have opportunities to practise:
• Communication in the workplace, at university and in everyday situations.
• Participation in problem solving discussions.
• Exchanging specific information.
• Writing short essays.
• Participating in discussions: expressing an opinion, agreement, disagreement.
• Logical argumentation.
• Reading and summarising texts from various sources.
• Using language strategies selected from an extensive repertoire in order to meet changing requirements.
• Using language strategies to cope with specialised topics: i.e. business, law, culture, politics, management, current issues.
• Advanced language tasks with reference to Chinese society, contemporary issues, international relations, history and culture.
• Regular (group/individual) oral presentations.
• Group work discussion.
• Reading and summarising complex texts.
• Specific grammatical aspects of topical texts.
• Relevant grammatical issues for advanced and specialised communication.
• Students are to undertake independent research in their particular area of interest.
• Project work.
• Reading comprehension.
• Oral presentation.

This course will include revision of major grammatical points and key grammatical issues. The course will also introduce 580 words and 212 Chinese characters.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
Key textbook: New practical Chinese Reader, textbook, vol. 4, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN808
Mandarin Chinese: Level Five (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi TW3 601H
Pre-requisites: This course is designed for students who have high proficiency in Chinese, typically have studied or/and lived in Chinese-speaking communities. Students are expected to have a very high level of fluency and the ability to do independent research into a chosen topic, i.e. several years of intensive study of Chinese at higher level, and also a keen interest in current issues. Students are expected to demonstrate a high level of commitment to the course: Regular attendance, Completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week to coursework in addition to classes. Admission into the course after completion of the online test and upon tutor's

approval during the Needs Analysis Interview.
Course content:
Course aim:
• To maximise the speed of individual student progression.
• To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
• To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.
• To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
• To practice the ability to use Chinese effectively for purposes of oral and written communication.
• To establish specific linguistic skills and strategies required to communicate effectively.
• To understand/analyse fairly complex texts about current issues and Chinese culture.
• To involve students in planning the course contents according to their specific needs and interests.
• To bring students to the level of C2 of CEFR.
Learners will have opportunities to practise:
• Communication in the workplace, at university and in everyday situations.
• Participation in problem solving discussions.
• Exchanging specific information.
• Writing short essays.
• Participating in discussions: expressing an opinion, agreement, disagreement.
• Logical argumentation.Reading and summarising texts from various sources.
• Using language strategies selected from an extensive repertoire in order to meet changing requirements.
• Using language strategies to cope with specialised topics: i.e. business, law, culture, politics, management, current issues.
• Advanced language tasks with reference to Chinese society, contemporary issues, international relations, history and culture.
• Mandarin pronunciation: Pinyin and tones. Simplified and traditional characters. Chinese grammar review. Regular group or individual oral presentations. Reading and summarising complex texts. Specific grammatical aspects of topical texts. Relevant grammatical issues for advanced and specialised communication.
• Students are to undertake independent research in their particular area of interest. Project work. Reading comprehension. Oral presentation.
The course will also introduce 580 words and 220 Chinese characters.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
LSE academic term structure change.
Indicative reading:
Suggested course book: The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. Lee, Liang, Jiao & Wheatley (2010). Newspaper articles, Internet sources and other web-based material dealing with current issues.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN814 Not available in 2017/18
Mandarin: Level Five (Current Issues)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang 601B Tower 3
Dr Lijing Shi 601H Tower 3
Pre-requisites: Students must have completed Mandarin: Level 5 (Standard) (LN719).
Course content: This course aims to develop students' linguistic skills at an advanced level with a clear focus on current issues. The students will be given opportunity to learn the key vocabulary of global events as well as current affairs. The course is communicative and interactive. The students are required to read authentic materials in the target language and learn to discuss, summarise and debate ideas and issues in China as well as the rest of the world.
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 1 project in the LT.
Indicative reading: N/A
Assessment: Continuous assessment (50%) in the MT and LT.
Oral examination (30%).
In class assessment (20%) in the LT.

LN821
Mandarin: Level 5 (Legal Issues)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi Tower 3, 6.01H
Ms Hongyi Xin Tower 3, 6.01G
Pre-requisites: Students must have completed Mandarin: Level 5 (Standard) (LN719).
Student should have successfully completed LSE Level 5 or have reached high proficiency level of Chinese. They are expected to be able to communicate on rather complicated non-routine topics and recognise around 3000 characters.
Course content:
Course aim:
The linguistic focus will continue to advance the four language skills: listening, speaking, reading and writing, meanwhile helping the students to gain substantial knowledge into vocabulary, syntactic structures and pragmatic usages widely used in legal discourse. It features the general introduction into China's legal system and its legal professions, with particular emphasis on Chinese civil and commercial laws. Authentic legal documents will be introduced extensively.
The course will enhance the students' Chinese skills in legal contexts so as to prepare them for successful participation in their future professional communication.
Communicative content: The course is focused on the following communicative functions:
• Participating in discussion
• Logical argument
• Interaction/Exchange specific information in legal context
• Communication in legal context
• Reading and summarizing complex legal texts
• Writing letters, report and documents with legal elements
• Using language strategies to cope with specialized topics: i.e. law, business, politics and current issues.
Structural content: This course will focus on the following grammatical areas:
• Mandarin pronunciation: Pinyin and tones
• Simplified characters
• Chinese advanced grammar review
• Specific grammatical aspects of topical texts
• Relevant grammatical issues for advanced and specialized communication
• Attributives
• Adverbials
• Appositives
• Regular group or individual translation of legal works
• Reading and summarizing complex legal texts
• Advanced language tasks with reference to case studies
• Advanced language tasks with reference to Contemporary Chinese laws
• Reading comprehension
• Oral presentation
The course will introduce 350 words used in legal discourse.
It will bring students to level C2 of CEFR.
Teaching: 8 hours of workshops in the MT. 11 hours of workshops in the LT. 1 hour of workshops in the ST.

Formative coursework: Students will be expected to produce 6 pieces of coursework in the MT and LT.
Indicative reading:
中国法律专业汉语教程 北京大学出版社 第1版 (2007年2月1日)
ISBN: 7301116462
条形码: 9787301116463
法律汉语 -商事篇 张泰平 北京大学出版社
ISBN: 978-7-301-13109-1
William C Jones "Basic Principles of Civil Law In China" published by ME Sharpe. Inc.
Websites:
www.civillaw.com.cn 中国民商法律网
http://www.88148.com/ 中国法律
http://www.yellowbridge.com/chinese/dictionary.php?word=%E5%9A%B7&cache=21961
Dictionary on yellow bridge
Assessment: Continuous assessment (70%) in the MT, LT and ST.
Oral examination (30%) in the LT.

LN822
Mandarin: Level 5 (China Issues)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi
Pre-requisites: Students must have completed Mandarin: Level 5 (Standard) (LN719).
Course content: This course aims to develop students' linguistic skills at a mastery level through studying the authentic materials on Chinese society (e.g. e-Commerce, wealth inequality, gender discrimination, migrant workers, etc.). The students will be given opportunities to learn the key vocabulary of current issues in China, and discuss the analysis of those issues. The course is communicative and interactive. The students are required to read authentic materials in the target language and learn to discuss, summarise and debate ideas and issues in China as well as the rest of the world.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students will be expected to produce 6 essays in the MT and LT.
Indicative reading: Authentic materials.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN823 Not available in 2017/18
Mandarin: Level 5 (Advanced Reading)

This information is for the 2017/18 session.
Teacher responsible: Dr Lijing Shi
Pre-requisites: Students must have completed Mandarin: Level 5 (Standard) (LN719).
Course content: This course includes advanced level of reading authentic materials - mainly taken from various resources such as FT financial times; BBC China and academic journals. The course focuses on skimming and scanning, summarising main themes and overall comprehension and vocabulary expansion.
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
Formative coursework: Students will be expected to produce 6 pieces of coursework in the MT and LT.
Indicative reading: Authentic materials taken from FT Chinese, BBC Chinese and academic journals.
Assessment: Continuous assessment (50%) in the MT, LT and ST.
Oral examination (30%) and in class assessment (20%) in the LT.

LN826
Mandarin for Business (Leading to BCT- A)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang Tower 3, 601b
Pre-requisites: For students who have studied LN716 Mandarin Level 3 or equivalent.
Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.
Course content: Mandarin for Business (Leading to BCT- A) course aims to develop all four language skills: listening, speaking, reading and writing. Course materials will be presented via a dialogue and a text. Additional texts on business culture of China are also included.
This course covers 10 basic topics in the business contexts, including:
• welcoming and seeing someone off
• arranging business trips and accommodation
• business dinner
• shopping and asking for refund
• dealing with phone calls
• a range of daily office situations
The main linguistic content includes:
• complex sentence structures
• linguistic politeness
• 'ba' structure
• express condition
• express suggestions
• express time and process
By the end of the course, the students will be able to communicate in some basic business daily activities and reach BCT Level A.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students will be expected to produce 10 exercises in the MT and LT.
Indicative reading: Excel in Chinese - Better Chinese, Better Business, book 1, Huiling Wang & Hong Zhou (eds), 2011, Foreign Language Teaching and Research Press
Assessment: Oral examination (30%) in the LT and ST.
Continuous assessment (70%) in the MT, LT and ST.

LN827
Mandarin for Business (Leading to BCT-B1)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang Tower 3, 601b
Pre-requisites: For students who have studied Mandarin for Business (Leading to BCT - B1) or LN718 Mandarin Level 4 or equivalent.
Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.
Course content: Mandarin for Business (Leading to BCT - B1) course aims to develop all four language skills: listening, speaking, reading and writing. Course materials will be presented via a dialogue and a text. Additional texts on business culture of China are also included.
This course covers 10 commonly used topics in the business contexts for effective language use, including:
• business communication

• meeting reports
• visiting clients
• organising business trips
• relationship building with clients
• visiting companies
• opening new offices
The main linguistic content includes:
• complex sentence structures
• linguistic politeness
• express possibility and probability
• express comparison
• express purposes
• directive verbs
By the end of the course, the students will be able to communicate in some regular business daily activities and reach BCT Level B1.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students will be expected to produce 10 exercises in the MT and LT.
Indicative reading: Excel in Chinese - Better Chinese, Better Business, book 2, Huiling Wang & Hong Zhou (eds), 2011, Foreign Language Teaching and Research Press
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN828
Mandarin for Business (Leading to BCT- B2)

This information is for the 2017/18 session.
Teacher responsible: Dr Hua Xiang Tower 3, 601b
Pre-requisites: For students who have studied Mandarin for Business (Leading to BCT- B1) or LN719 Mandarin Level 5 or equivalent.
Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.
Course content: Mandarin for Business (Leading to BCT- B2) course aims to develop all four language skills: listening, speaking, reading and writing. Course materials will be presented via a dialogue and a text. Additional texts on business culture of China are also included.
This course covers 10 commonly used topics in the business contexts for effective language use, including:
• opening bank accounts
• applying for loans
• office rentals
• property management
• trading
• advertising
• marketing and branding
The main linguistic content includes:
• complex sentence structures
• linguistic politeness
• express reasons
• express alternatives
• presenting arguments and negotiation
By the end of the course, the students will be able to communicate in confidence in some regular business daily activities and reach BCT Level B2.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
Formative coursework: Students will be expected to produce 10 exercises in the MT, LT and ST.
Indicative reading: Excel in Chinese - Better Chinese, Better Business, book 3, Huiling Wang & Hong Zhou (eds), 2011, Foreign Language Teaching and Research Press
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

LN792
Portuguese: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Benvinda Alves TW3 6.01
Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes.
Course content:
Course aim:
• To develop the ability to use Portuguese effectively for the purpose of practical communication in spoken and written discourse.
• To enable students to gain access through language to the contemporary scene and the background of Portuguese-speaking countries, their people and their cultures.
• To establish the skills, language and attitude required to promote and facilitate further study of Portuguese.
• To bring the students to level A1 of CEFR.
Communicative content:
• Asking for and giving personal information, directions and opinions.
• Describing people, objects and places.
• Talking about likes and dislikes.
• Expressing preferences.
• Talking about present actions.
• Describing what has happened.
• Expressing intentions.
Structural content: Articles: definite and indefinite articles. Pronouns: subject and object pronouns; demonstrative; Interrogative and relative pronouns. Nouns: gender and number. Adjectives: gender and number; comparative and superlative forms. Adverbs: adverbs of time, place, manner and frequency. Prepositions: prepositions of place and time, and some other common prepositions; contracted forms. Conjunctions: most frequent conjunctions and linking elements. Verbs: indicative mood (present simple and continuous; past simple, continuous and imperfect; future simple and immediate (ir + infinitive); contrastive analysis of ser and estar; present and future subjunctive. Comprehension of simple structures and texts (spoken and written).
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: The course teacher will advise on the relevant text book at the beginning of the course.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN818
Portuguese: Level One (Fast track)

This information is for the 2017/18 session.
Teacher responsible: Ms Benvinda Alves TW3 6.01
Availability: Available to Undergraguates, Postgraduates, LSE staff and outside clients.
Pre-requisites: No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Student profile: students should be able to demonstrate a successful track record of learning

European languages other than English.
Course content:
Course aims:
- To develop the ability to use Portuguese effectively for purposes of practical communication in familiar work and social contexts.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Portuguese.
- To bring the students to level A1/A2 of CEFR.

Communicative content:
- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes.
- Expressing preferences,
- Talking about present actions.
- Expressing frequency.
- Describing what has happened.
- Talking about past events.
- Making comparisons.
- Talking about future plans.

Structural content: Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, Introduction to past tenses: pretérito perfeito e imperfeito, Time expressions. Indefinite adjectives and pronouns. Introduction to future tenses.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack provided
A grammar book will be recommended by the teacher during at the beginning of the course.
Assessment: Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

LN819
Portuguese: Level Two (Standard)

This information is for the 2017/18 session.
Teacher responsible: Ms Benvinda Alves TW3 6.01
Availability: This non credit bearing course is available to all LSE students, staff, alumni and external clients.
Pre-requisites: This is an elementary level course. Students should have previously learnt ...see description of “Communicative content” and “Structural Content” of Level 1 Standard, LN792. Students should: Demonstrate commitment to regular attendance, completion of homework, completion of dossier of evidence and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor’s approval. Student profile: Students who can handle a range of basic activities relating to work, study or time spent in the country. This course may be suitable for re-starters.
Course content:
- To develop the ability to use Portuguese effectively for the purpose of practical communication in spoken and written discourse.
- To enable students to gain access through language to the contemporary scene and the background of Portuguese-speaking countries, their people and their cultures.
- To establish the skills, language and attitude required to promote and facilitate further study of Portuguese
- To bring the students to level A2 of CEFR.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
Indicative reading: Study pack
Assessment: Continuous assessment (70%) in the LT and ST. Oral examination (30%) in the ST.

LN772
Russian: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Olga Sobolev TW3 6.01A and Mrs Natalia Bershadski
Pre-requisites: No previous knowledge required. For all students who aim to acquire survival level of proficiency in Russian.
Course content:
Course aim:
- To develop an ability to use Russian effectively for the purposes of practical communication at a survival level.
- To deal with a range of simple predictable language tasks (using limited vocabulary and linguistic structures) in order to meet language needs of everyday situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.
- A1 CEFR

Communicative content: The course is focused on the following aspects:
- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Giving basic descriptions of people, objects and places; expressing basic preferences and opinion;
- Demonstrating awareness and ability to use formal and informal registers in a very limited social context;
- Handling survival situations at a basic linguistic level.

Structural content: The course covers basic vocabulary required for communicative functions and focuses on the following linguistic structures (the language command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):
- Gender of nouns; nouns & personal pronouns in singular in all cases;
- Adjectives and possessive pronouns;
- Formation of plural; expression of possession;
- Present & past tense of the verbs, imperative; cardinal numerals;
- Basic adverbs; simple impersonal constructions; basic expressions of time.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading:
- Course Book - John Langran & Natalya Veshnieva, Ruslan Russian -1, 5th edition 2012. ISBN: 978-1899785834
- Optional - Bitekhina Living Russian Grammar CREF

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN773
Russian: Level One (Super Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Olga Sobolev TW3 6.01A and Mrs Irina Forbes
Pre-requisites: No previous knowledge of Russian required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners or to have a good command in two languages.
Course content:
Course aim:

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to level A1/A2 of CEFR
- To develop an ability to use Russian effectively for the purposes of practical communication in familiar work and social contexts.
- To deal with a variety of predictable simple language tasks (using limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- To familiarise students with the background to Russian speaking countries, including culture and civil societies.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative content: The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Expressing preferences and intentions;
- Giving advice; giving simple descriptions of people, objects places and weather;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of survival situations at a elementary linguistic level.

Structural content: The course covers elementary vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Gender of nouns; nouns & personal pronouns;
- Adjectives & possessive adjectives in singular in all cases;
- Formation of plural; expression of possession;
- Basic usage of short adjectives;
- Present, past & future tense of the verbs;
- Imperative; reflexive verbs; basic verbs of motion;
- Cardinal & basic ordinal numerals;
- Wider range of adverbs;
- Simple impersonal constructions;
- Expressions of time.

Teaching: 24 hours of classes in the MT. 33 hours of classes in the LT. 3 hours of classes in the ST.
This is a 60 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2010/2015, ISBN-13: 978-0415469951
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN774
Russian: Level Two (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Olga Sobolev TW3 6.01A and Dr Ekaterina Rogatchevskaia
Pre-requisites: For all students who aim to reach functional level of proficiency in Russian.
Language skills and knowledge of Russian at the A1 level of the Common European Reference Framework for Languages; 100 hours of language learning (including self-study).
All students must gain permission of the tutor in the Needs Analysis Interview to take this course.
Course content:
Course aim:

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to level A2 of CEFR
- To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in everyday work and social situations.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative content: The course is focused on the following aspects:

- Thorough revision of the basic linguistic structures;
- Exchanging personal information and discussing the most common aspects of culture and current issues in Russia (e.g. education, mass media, festivals);
- Interpreting documents and data, containing a range of topical facts and figures of a country/place;
- Expressing preferences, intentions and opinions; giving advice and proposing alternatives;
- Making comparisons;
- Giving descriptions of people (including character), objects, places, weather & journeys;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context;handling a variety of everyday situations on an adequate linguistic level (relevant high-frequency vocabulary and structures).

Structural content: The course covers basic vocabulary required for communicative functions and focuses on the following linguistic structures (the language command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Nouns, adjectives, personal & possessive pronouns in singular and plural in all cases;
- Demonstrative pronouns in all cases;
- Short adjectives; comparative adjectives & basic superlatives;
- Conjugation of verbs in all tenses; verbs of motion and prefixed verbs of motion;
- Introduction to aspects;
- Conjugation cardinal & ordinal numerals;
- Expressions of time and date;
- Expressions of purpose;
- Introduction to subjunctive mood.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2010/2015 (chapters 8-18); ISBN-13: 978-0415469951
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN775
Russian: Level Three (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Olga Sobolev TW3 6.01A and Mrs Natalia Bershadski
Pre-requisites: For all students who aim to reach the Advanced level of proficiency in Russian.
Language skills and knowledge of Russian at the A2 level of the Common European Reference Framework for Languages; 180 hours of language learning (including self-study).
All students must gain permission of the tutor in the Needs Analysis Interview to take this course.
Course content:
Course aim:

- To bring students' knowledge of written and spoken Russian up to higher intermediate/advanced level, corresponding to level B1 of CEFR
- To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in a variety of social situations.
- To enable students to follow and discuss social, political and economic issues related to Russian-speaking countries at a intermediate to advance language level
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative content: The course is focused on the following aspects:

- linguistic implications and use of the subjunctive and conditional modes;
- mastering a broader range of vocabulary; performing a variety of tasks in a wider range of factual, persuasive and expressive language contexts;
- combining and recombining language elements to accomplish tasks; reviewing and analysing key issues within a topic studied;
- summarising the main ideas of a short document in a target language.

Structural content: The course covers a wide range of vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task):

- aspects of verbs;
- comparative and superlative adjectives and adverbs;
- negative and indefinite adverbs; subjunctive mood; participles and gerunds;
- compound sentences & syntactic structures.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Svetlana Le Fleming & Susan Kay, Colloquial Russian 2, Routledge, 2003/2015 ISBN: 978-1138960190
Additional:

- Terence Wade, A Comprehensive Russian Grammar, Blackwell, 2010, ISBN: 978-1405136396
- T.R. Beyer, 501 Russian Verbs, 2008, ISBN: 978-0764137433
- Oxford Russian Dictionary, eds M.Wheeler, B. Unbegaun & D. Thompson, Oxford University Press, ISBN: 978-0198614203

Assessment: Continuous assessment (70%) in the MT, LT and ST.
Oral examination (30%) in the LT and ST.

LN776
Russian: Level Four (Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Olga Sobolev TW3 6.01A and Dr Ekaterina Rogatchevskaia
Pre-requisites: For all students who aim to reach proficiency in Russian.
Language skills and knowledge of Russian at the B1 level of the Common European Reference Framework for Languages; 250 hours of language learning (including self-study).
All students must gain permission of the tutor in the Needs Analysis Interview to take this course.
Course content:
Course aim:

- To consolidate students' command of written and spoken Russian.
- To gain an insight into aspects of social, political and cultural life in Russia and other Russian speaking countries.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.
- To bring the students to level B2 of CEFR.

Communicative content: At the end of the programme students will be able to demonstrate competence in the use of communicative functions in the four skills (oral, aural, reading, writing) by:

- showing competence in the use of complex and technical language in a variety of contexts and with a substantial requirement to select and adapt appropriate language strategies;
- being able to respond to a wide range of spontaneous foreign language interventions;
- being able to use a variety of sources (print, audio, video, IT based);
- handling factual knowledge within specific perspective;
- being able to produce, in a coherent and structured way, an oral presentation and a written work within the framework of studied topics;
- being able to grasp the main ideas of a document in a target language and produce a coherent summary in English.

Structural content:

- This course is focused on discussion, gist translation and essay work, based on extracts from newspaper articles, recorded materials and topical texts.
- All major grammatical areas are revised and covered in depth; particular attention is paid to syntax. In written work the emphasis is on structure and register of the language.
- The language command in these areas is expected to be appropriate to the level and task with the emphasis on active usage.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: The course is based on the current Russian press and media materials.
Optional:

- Terence Wade, A Comprehensive Russian Grammar, Blackwell, 2010 ISBN: 978-1405136396
- Nicholas Rzhevsky, Cambridge Companion to Modern Russian Culture, Cambridge University Press, 2012, ISBN: 978-0521175586

Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN815
Russian: Level One (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Olga Sobolev C614 and Mrs Irina Forbes C614
De Olga Sobolev and Mrs Irina Forbes
Pre-requisites: No previous knowledge of Russian required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes.
Students are expected to be experienced language learners and/or to have a good command in two languages.
Course content:
Course aim:

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to A1/A2 of CEFR
- To develop an ability to use Russian effectively for the purposes of practical communication in familiar work and social contexts.
- To deal with a variety of predictable simple language tasks (using limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative content: The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;

• Expressing preferences and intentions;
• Giving advice; giving simple descriptions of people, objects places and weather;
• Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of survival situations at a elementary linguistic level.

Structural content: The course covers elementary vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with the emphasis on active usage):
• Gender of nouns; nouns & personal pronouns;
• Adjectives & possessive adjectives in singular in all cases;
• Formation of plural; expression of possession;
• Basic usage of short adjectives;
• Present, past & future tense of the verbs;
• Imperative; reflexive verbs; basic verbs of motion;
• Cardinal & basic ordinal numerals;
• Wider range of adverbs;
• Simple impersonal constructions;
• Expressions of time.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:
• Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2010/2015, ISBN-13: 978-0415469951
• Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN816 Not available in 2017/18
Russian: Level Three (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Olga Sobolev C614 and Mrs Natalia Bershadski C614
Pre-requisites: For all students who aim to reach advanced/ proficiency command of Russian.
Language skills and knowledge of Russian at the A2/B1 level of the Common European Reference Framework for Languages
Participants should also:
• demonstrate commitment to regular attendance, completion of homework and all assessments
• dedicate at least two hours per week for coursework in addition to classes.

All students must gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:
Course Aims:
• To develop the ability to use Russian effectively for purposes of practical communication in familiar contexts
• To establish the skills, language and attitudes required to promote and facilitate further study of Russian
• To improve the pronunciation of Russian sounds and sentence intonation
• To improve reading comprehension, oral and listening skills as well as written communication
• To improve accuracy in using inflexions, gender and word-order in sentences.
• To enable students to follow and discuss social, political and economic issues related to Russian-speaking countries at a basic to intermediate language level
• To bring students to level B1/B2 CEFR

Communicative content:
• Talking and writing about past events and experiences.
• Talking and writing about jobs and professions.
• Asking for and giving advice.
• Talking and writing about future plans.
• Describing the behaviour of people.
• Talking and writing about cultural and social events.
• Expressing your personal opinion in discussions and arguments

Structural content: The course covers a wide range of vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with the emphasis on active usage):
• Improving the contextual understanding and use of the basic grammatical structures:
• Negative and indefinite adverbs;
• Subjunctive mood;
• Participles and gerunds;
• Compound sentences & syntactic structures.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Svetlana Le Fleming & Susan Kay, Colloquial Russian 2, Routledge 2003/2015 ISBN: 978-1138960190.
• Terence Wade, A Comprehensive Russian Grammar, Blackwell, 2010, ISBN: 978-1405136396
• T.R. Beyer, 501 Russian Verbs, 2008, ISBN: 978-0764137433
• Nicholas Rzhevsky, Cambridge Companion to Modern Russian Culture, Cambridge University Press, 2012, ISBN: 978-0521175586

Assessment: Continuous assessment (50%) in the MT and LT. Oral examination (30%) and in class assessment (20%) in the LT.

LN817
Russian: Level Five (Current Issues)

This information is for the 2017/18 session.
Teacher responsible: Dr Olga Sobolev C614 and Mrs Irina Forbes C614
Dr Olga Sobolev and Mrs Irina Forbes
Pre-requisites: Language skills and knowledge of Russian at the B2/C1 level of the Common European Reference Framework for Languages.
Students are expected to
• demonstrate commitment to regular attendance, completion of homework and all assessments
• dedicate at least two hours per week for coursework in addition to classes.

All students must gain permission of the tutor to take this course after attending the Needs Analysis Interview.

Course content:
Course aims:
• To retain, enhance and expand previously acquired communicative skills;
• To increase the ability to use Russian effectively for the purposes of advanced communication and comprehension in a variety of everyday, academic, and professional contexts;
• To develop the ability to communicate confidently in Russian about a wide range of subjects related to the field of Social Sciences;
• To bring course participants to level C1/C2 of CEFR.

Communicative content:
• Discussing and analysing contemporary social, politic and cultural issues and developments in Russian-speaking countries and societies;
• Keeping up-to-date about developments in Russian-speaking countries by using Russian print and audio-visual media;
• Talking and writing about people and their professions in greater detail;
• Talking and writing about future research/study plans;
• Reading and discussing a variety of texts, e.g. literary, journalistic, academic etc.

- Expressing your opinion freely in discussions and arguments;
- Agreeing and disagreeing, negotiating;
- Speaking about events, explaining circumstances, causes and consequences;
- Debating and interacting confidently in a discussion.

Structural content:
- In the context of the topics outlined above: revision of the most important grammatical structures and introduction to the lexical-grammatical characteristics of different registers and literary styles;
- Focus on forms and structures related to Russian for Academic Purposes.

Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: The course is based on the current Russian press and media materials.
Optional:
- Terence Wade, A Comprehensive Russian Grammar, Blackwell, 2010, ISBN: 978-1405136396

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN778
Spanish: Level One (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mrs Paula De Santiago TW3 6.01
Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Student profile: For students whose first language is English but are not fluent (B1 CEFR) in any other Indo European language.
Course content:
Course aims:
- To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1 of CEFR.

Course content:
Communicative content:
- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes
- Expressing preferences
- Talking about present actions
- Expressing intentions, ignorance, proposing alternatives
- Expressing frequency
- Describing what has happened.

Structural content: Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, The present perfect.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study pack
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN805
Spanish: Level One (Standard for speakers on non Indo-European languages)

This information is for the 2017/18 session.
Teacher responsible: Mrs Paula De Santiago TW3 6.01
Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Student profile: Students whose mother tongue is non indo European and are not fluent (B1 CEFR) in any other Indo European language but English.
Course content:
Course aims:
- To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To equip students to deal effectively with the Spanish pronunciation and intonation.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1 of CEFR.

Communicative content:
- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places. talking about likes and dislikes, expressing preferences, talking about present actions, expressing intentions, ignorance, proposing alternatives. Expressing frequency.

Structural content: present tense, gender and plural of nouns and adjectives, direct and indirect object pronouns, reflexive pronouns, the present continuous, the gerund, frequency adverbs.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study pack
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN824
Spanish: Level One (Super Standard)

This information is for the 2017/18 session.
Teacher responsible: Dr Roser Martinez-Sanchez TW3 6.01, Ms Ines Alonso-Garcia Ground Floor, 20 Kingsway and Ms Helen Mayer Ground Floor, 20 Kingsway
Availability: This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.
Pre-requisites: No previous knowledge required. All students welcome but they should demonstrate: commitment to regular attendance, completion of homework and all assessments. Students should dedicate at least one hour per week for coursework in addition to classes.
Course content:
Course aims:
- To develop the ability to use Spanish effectively for purposes of practical communication in familiar work and social contexts.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To enhance and develop the oral skills by practising the language already learnt in an interactive and innovative setting.
- To increase the confidence and fluency in the language by providing an environment for them to practise and we encourage

spontaneity and creativity.
• To bring the students to level A1/A2 of CEFR.
Course content:
Communicative content:
• Asking for and giving personal information, directions and opinions.
• Describing people, objects and places.
• Talking about likes and dislikes
• Expressing preferences
• Talking about present actions
• Expressing intentions, ignorance, proposing alternatives
• Expressing frequency
• Describing what has happened.
Structural content:
• Present tense,
• Gender and plural of nouns and adjectives,
• Direct and indirect object pronouns,
• Reflexive pronouns,
• The present continuous,
• The gerund,
• Frequency adverbs,
• The present perfect.
Lexical content:
• Greetings, goodbyes and forms of treatment
• Personal details
• Countries, nationalities, international organizations and its acronyms and languages
• The city
• The family
• The weather
• Studies and professions
• Daily activities and free time
• Daily objects: Food, Clothes
• Hours, dates, days of the week and months of the year
• Adjectives to describe all the above
Teaching: 24 hours of classes in the MT. 33 hours of classes in the LT. 3 hours of classes in the ST.
The course will have two separate sessions.
• session one: 120 minutes (regular language class)
• session two: 60 minutes (improvisation work)
Formative coursework: Weekly exercises, assessed by the teacher, featuring: interactive work and oral practice; grammar exercises; reading and listening comprehension and writing.
Indicative reading: Study pack provided at the beginning of the course.
Online grammar pack available via Moodle.
Assessment: Oral examination (30%) in the LT.
Continuous assessment (70%) in the MT and LT.

LN779
Spanish: Level One (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Roser Martinez-Sanchez TW3 6.01 and Mr Esteban Lozano TW3 6.01
Pre-requisites: No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Student profile: Students should be able to demonstrate a successful track record of learning languages.
Course content:
Course aims:
• To develop the ability to use Spanish effectively for purposes of practical communication in familiar work and social contexts.
• To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
• To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
• To bring the students to level A1/A2 of CEFR.
Communicative content:
• Asking for and giving personal information, directions and opinions.
• Describing people, objects and places.
• Talking about likes and dislikes.
• Expressing preferences,
• Talking about present actions.
• Expressing frequency.
• Describing what has happened.
• Talking about past events.
• Making comparisons.
• Talking about future plans.
Structural content: Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, Introduction to past tenses: pretérito perfecto e indefinido, Time expressions. Indefinite adjectives and pronouns. Introduction to future tenses.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study pack
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN780
Spanish: Level Two (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Esteban Lozano TW3 6.01
Pre-requisites: This is an elementary level course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN778). Students should: Demonstrate commitment to regular attendance, completion of homework, completion of dossier of evidence and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. Student profile: Students who can handle a range of basic activities relating to work, study or time spent in the country. This course may be suitable for re-starters.
Course content:
Course aims:
• To use Spanish effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
• To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
• To bring the students to level A2 of CEFR.
Communicative content:
• Talking about present events and experiences.
• Talking about past events and experiences.
• Describing feelings, people and objects in the past.
• Talking about habitual actions in the past. Making comparisons.
• Talking about future plans.
• Asking for and giving advice.
Structural content: Contrast between Ser and Estar. Some cases. Presente de Indicativo. Introduction to past tenses (pretérito indefinido, perfecto e imperfecto) Time expressions. Use of some prepositions. Indefinite adjectives and pronouns. Introduction to future tenses. Introduction to the imperative. Pronouns: Objeto directo e indirecto. Comparative clauses
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT and ST.

LN781
Spanish: Level Two (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Roser Martinez-Sanchez TW3 6.01
Pre-requisites: This is an elementary course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Fast Track (LN779) or level 2 Standard (LN780). Admission into the course upon completion of level test and tutor's approval during the needs analysis sessions. Student profile: Students who can already communicate on simple topics related to personal experience.
Course content:
Course aims:
- To develop the ability to use Spanish effectively for purposes of practical communication in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A2/B1 of CEFR.

Communicative content:
- Talking about past events and experiences.
- Talking about present events and experiences.
- Describing places, feelings and objects.
- Talking about habitual actions in the past.
- Making comparisons.
- Talking about future plans.
- Asking for and giving advice.
- Expressing wishes, plans for the future and doubts.
- Forbidding and suggesting.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Giving opinions.
- Expressing agreement.
- Talking about current issues: immigration, business, developing countries, Internet, etc.

Structural content:
- Revision of present tenses.
- Combination of past tenses: pretérito perfecto, pretérito imperfecto, pretérito indefinido.
- Interrogative pronouns.
- Comparative clauses.
- Prepositions.
- Relative clauses. “Por” y “para”.
- Time expressions.
- Pronouns: Complemento directo e indirecto.
- Indefinite adjectives and pronouns.
- Future tenses.
- The imperative: negative and positive.
- Introduction to the subjunctive. Impersonal clauses

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN782
Spanish: Level Three (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Esteban Lozano TW1 6.01
Pre-requisites: This is a lower intermediate course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN781). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. For students who are able to interact in a variety of familiar contexts without major difficulties.
Course content:
Course aims:
- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension and reading comprehension in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B1 of CEFR.

Communicative content:
- Describing people and places.
- Talking about the past.
- Relating actions in the past.
- Expressing wishes plans for the future and doubts.
- Summarizing.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Comparing possibilities.

Structural content:
- Revision of past tenses.
- Contrast of past tenses.
- Time expressions.
- Contrast between Ser and Estar.
- Links between clauses.
- Introduction to the subjunctive.
- Future and conditional.
- Imperative positive and negative.
- Introduction to the subjunctive: expressing likes and dislikes, plans for the future, expressing hope and fear, “I don´t think”.
- Impersonal clauses.
- Conditional tense

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN783
Spanish: Level Three (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Dr Roser Martinez-Sanchez TW3 6.01
Pre-requisites: This is an intermediate course and students should have previously learnt … see the description of “Communicative content” and “Structural Content” of Level 3 Standard (LN782). Admission into the course upon completion of level test and tutor’s approval during the needs analysis session. Student profile: Students deal successfully with basic activities relating to work, study or time spent in Spanish speaking countries and are able to briefly give reasons and explanations for opinions and plans relating to study or professional areas of interest.
Course content:
Course aims:
- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension and reading comprehension in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B1/B2 of CEFR.

Communicative content:
- Expressing wishes, feelings, plans for the future and doubts.
- Forbidding and suggesting.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.

• Describing people, places.
• Talking about past experiences and events.
• Talking about current issues: green issues, gender issues, immigration, family changes, scientific developments, cinema, human rights issues, etc.
• Paraphrasing

Structural content: Contrast between Ser and Estar. Relative clauses. Contrast between pretérito indefinido and pretérito perfecto. Pretérito pluscuamperfecto. Contrast of past tenses. Present of Subjunctive. Consecutive, final and causal clauses. Impersonal clauses. “Se” in impersonal clauses. Links between clauses Imperative negative and positive. Future and Conditional Tenses. Time expressions. “Por” and “Para”. Pretérito imperfecto de Subjunctive. Conditional clauses. Reported speech.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN785
Spanish: Level Four (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Esteban Lozano TW3 6.01
Pre-requisites: This is a higher intermediate course. Students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 3 Fast Track (LN783). Admission into the course upon completion of level test and tutor' s approval during the needs analysis session. Student profile: For students who are already able to explain points of view on topical familiar issues giving the advantages and disadvantages of various options.
Course content:
Course aims:
• To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension dealing with complex work tasks.
• To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
• To bring the students to level B2 of CEFR.

Communicative content:
• Expressing emotions and feelings.
• Expressing desires and preference.
• Expressing suggestions, advice and opinions.
• Paraphrasing.
• Organising a complex oral speech.
• Organising a complex written discourse.
• Summarising.
• Talking about :Politics in Spain and Latin America, Indigenous communities, Human rights issues, gender issues, Censorship and media, Art, green issues, etc.

Structural content:
• Revision of present tenses.
• Revision of past tenses.
• Contrast between Ser and Estar.
• Impersonal clauses.
• Causal, consecutive and final clauses.
• Subjunctive tenses and their use.
• Conditional clauses. Links.
• Reported speech.
• Relative clauses.
• Use of prepositions “por” and “para”.
• Forming words.
• Idiomatic expressions.
• Perífrasis verbales.

Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN803
Spanish: Level Four (Fast Track)

This information is for the 2017/18 session.
Teacher responsible: Mr Rafael Penas Cruz TW3 6.01 L
Pre-requisites: This is an advanced course. Students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 4 standard (LN785). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: For students with a very good level of fluency in the language.
Course content:
Course aims:
• To develop the ability to use Spanish effectively for purposes of dealing with complex work tasks.
• Including the following: Understanding long and complex factual texts, business reports, analytical data and associated marketing and commercial material.
• Understanding with few serious problems other texts relating to Politics, International History, Economics and other associated areas.
• Understanding extended speech at conferences or lectures, and interactive speech during meetings or seminars.
• Following TV programmes and recorded material without great effort in a wide range of both general and subject specific areas.
• Presenting clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
• Expressing themselves fluently and spontaneously without much need for obvious searching.
• During presentations they will be able to argue, counter-argue and interact effectively.
• Relate to other speakers and link various strands of discussion.
• Expressing themselves in a clear, well-structured text, expressing points of view at some length.
• Writing detailed expositions of complex subjects in an essay or report, underlining what they consider to be the salient issues.
• Writing different kinds of texts in an assured, personal style, appropriate to the reader in mind.
• To bring the students to level B2/C1 of CEFR.

Communicative content:
• Expressing emotions, feelings, desires and preference.
• Expressing suggestions, advice and opinions.
• Paraphrasing.
• Organising a complex oral speech.
• Organising a complex written discourse.
• Summarising.
• Talking about: Politics in Spain and Latin America.

Structural content: Revision of the indicative and subjunctive mode regular and irregular verbs. Advanced contrast between Ser and Estar. Impersonal clauses. Advanced use of the subjunctive tenses: temporal, causal, consecutive, conditional and final clauses. Links and connecting clauses. Reported speech. Relative clauses. Advanced use of prepositions “por” and “para”. Idiomatic expressions. Periphrasis.
Teaching: 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.
This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study pack. The course teacher will advise on the relevant grammar book at the beginning of the course.
Assessment: Continuous assessment (70%) in the MT and LT.

Oral examination (30%) in the LT.

LN788
Spanish: Level Five (Current Issues)

This information is for the 2017/18 session.
Teacher responsible: Mr Rafael Penas Cruz TW3 6.01 H
Pre-requisites: Student should have previously learnt and be confident using ...see description of "Communicative content" of Level 5 Standard (LN790) and "Structural Content" of (LN805). A high level of oral fluency expected from students. Admission into the course upon completion of online level test and tutor's approval during the needs analysis session. Student profile: Students should be motivated to study and research independently.
Course content:
Course aims:
This is a proficiency course with a focus on current issues.
- To attain competence in a broad range of complex and non-routine tasks in a variety of contexts.
- To extend the ability to use Spanish effectively for purposes of general communication in a great variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in Spanish.
- To understand and analyse complex texts about culture and society in Spanish speaking countries.
- To familiarise students with the latest developments and current issues in Spanish-speaking countries.
- To establish specific linguistic skills and strategies required to communicate about current issues in Spanish speaking countries.
- To bring the students to level C1/C2 of CEFR.

Communicative content:
- Advanced Spanish language with reference to the Spanish Current Issues through selected texts covering a number of key current topics/areas.
- Logical argumentation. Issues of group dynamic.
- Reading, summarising and processing information of complex texts.
- Understanding and using complex and authentic language.
- Leading a discussion: expressing an opinion, agreement, disagreement.
- Exchanging specific information.
- Topics related to: Economic issues in Latin America (ALCA, USA and Europe interests in Latin America).
- Human rights issues in Latin America.
- Impunity (Guatemala, Peru, Argentina and Chile).
- Nationalisms in Spain: Basque case.
- Colombia: Armed conflict, drugs and child soldiers.

Structural content: Contextualised revision of structural content of LN803
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Use of a selection of original written work from key authors, films, video footage and resources available on the World Wide Web.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN789
Spanish: Level Five (Culture and Society)

This information is for the 2017/18 session.
Teacher responsible: Mr Rafael Penas Cruz TW3 6.01 H
Pre-requisites: Student should have previously learnt and be confident using ...see description of "Communicative content" of Level 5 Standard (LN790) and "Structural Content" of (LN805). A very high level of oral fluency expected from students. Admission into the course upon completion of online level test and tutor's approval during the needs analysis session. Student profile: Students should be motivated to study and research independently.
Course content: This is a mastery course with a focus on Spanish Culture and Society.
Course aims:
- To attain competence in a broad range of complex and non-routine tasks in a variety of contexts.
- To extend the ability to use Spanish effectively for purposes of general communication in a great variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in Spanish.
- To understand and analyse complex literary texts.
- To bring the students to level C2 of CEFR.

Communicative content: Advanced Spanish language study with reference to Spanish speaking societies, history and culture. The course provides learning contexts and language tasks relevant to demands that may be made on the student's ability to speak, understand and write in Spanish during their academic and/or working life at a mastery level.
Structural content: Contextualised revision of structural content of LN803
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Use of a selection of original written work from key authors, films, video footage and resources available on the World Wide Web.
Assessment: Continuous assessment (70%) in the MT and LT.
Oral examination (30%) in the LT.

LN790
Spanish: Level Five (Standard)

This information is for the 2017/18 session.
Teacher responsible: Mr Rafael Penas Cruz TW3 6.01 H
Pre-requisites: Student have previously learnt...see description of "Communicative content" of Level 4 ft (LN803). Admission into the course upon completion of online level test and tutor's approval during the needs analysis session. Student profile: Students should be motivated to study and research independently.
Course content:
Course aims:
- To attain competence in a broad range of complex and non-routine tasks in a variety of contexts.
- To extend the ability to use Spanish effectively for purposes of general communication in a great variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in Spanish.
- To understand and analyse complex texts.
- To establish specific linguistic skills and strategies required to communicate in Spanish speaking countries at an advanced.
- To bring the students to level C1 of CEFR.

Communicative content:
- Communication in the workplace, everyday situations.
- Logical argumentation. Issues of group dynamic.
- Reading and summarising complex texts from various newspapers and journals.
- Processing information about issues of culture and society and visual media in Spanish-speaking countries.
- Talking about a variety of texts, e.g. literary, journalistic, academic etc.
- Talking about cultural and social events.
- Understanding and using complex and authentic language.

English for Academic Purposes Insessional Support Programme

• Leading a discussion: expressing an opinion, agreement, disagreement.
• Exchanging specific information.
Structural content: Contextualised revision of structural content of LN803
Teaching: 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.
This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.
Indicative reading: Study pack
Assessment: Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

LN900
Academic English for LSE100

This information is for the 2017/18 session.
Teacher responsible: Mr Christopher Sciberras TW3.6.0.1g
Pre-requisites: For undergraduate students from Finance, Accounting, Mathematics, Statistics and Economics for whom English is not a first language.
Course content: The course aims to develop the ability to speak, read and listen more effectively for academic purposes and to develop the ability to write more effectively for academic purposes. By the end of this course, students will have: (a) explored and clarified style in academic discourse and (b) developed their own written and spoken fluency, accuracy and style.
Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

LN950
Improvisation

This information is for the 2017/18 session.
Teacher responsible: Ms Ines Alonso-Garcia KSW.G.03 and Ms Helen Mayer KSW.G.03
Pre-requisites: This course is for students who speak English as a foreign language.
Course content: Improvisation uses a series of exercises, games and teamwork to improve communication and listening skills. The classes help to develop confidence, fluency and spontaneity when using English.
Teaching: 4 hours of seminars in the MT. 4 hours of seminars in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN951
Argumentation and Style

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.0.1e
Pre-requisites: This course is for students who speak English as a foreign language.
Course content: This course will focus on argumentation and style in written and oral communication. Students will analyse written and oral texts to improve their discourse management, language accuracy and language range.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN952
Discussion

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.01e
Pre-requisites: This course is for students who speak English as a foreign language.
Course content: This course will enable students to improve their fluency, accuracy and confidence when discussing academic and non-academic topics. Students will acquire useful grammar, vocabulary and strategies, and will receive feedback on language and style.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN953
Academic Reading

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.01e
Pre-requisites: This course is for students who speak English as a foreign language.
Course content: These classes will give students effective strategies for reading complex academic texts in English including: reading selectively, reading purposively, understanding core academic vocabulary, and effective note-taking.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN954
Informal Vocabulary

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.01e
Pre-requisites: This course is for students who speak English a foreign language.
Course content: Students will improve their knowledge and understanding of informal English vocabulary including use of puns, metaphors, idioms and collocations.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN955
Academic Vocabulary

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.01e
Pre-requisites: This course is for students who speak English as a foreign language.
Course content: Students will improve their knowledge and understanding of academic English vocabulary including: stylistic choices, noun-phrases, verb-phrases, collocations and metaphor.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN956
Grammar for Academic Purposes

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.01e
Pre-requisites: This course is for students who speak English as a foreign language.
Course content: Students will enhance their knowledge of English grammar in academic contexts and will improve their grammatical range and accuracy through a combination of text analysis and oral/written tasks.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN957
Pronunciation and Voice

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.01.e
Pre-requisites: This course is for students who speak English as a foreign language
Course content: This course will focus on pronunciation and voice. Students will work on individual sounds, word and sentence stress, intonation and pausing.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN958
Seminar Skills

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.01e
Pre-requisites: This course is for students who speak English as a foreign language.
Course content: These classes will focus on the language skills necessary to be successful in seminars including: a) presenting arguments; b) effective listening; c) responding to other points of view; d) interaction and turn-taking.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN959
Presentation Skills

This information is for the 2017/18 session.
Teacher responsible: Ms Alison Standring TW3.6.01e
Pre-requisites: This course is for students who speak English as a foreign language.
Course content: By the end of this course student will have: a) developed strategies to enhance voice and pronunciation while giving presentations; b) worked on improving language accuracy and extending language fluency; c) received feedback on practice presentations.
Teaching: 4 hours of classes in the MT. 4 hours of classes in the LT.
This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

LN988
Thesis Writing

This information is for the 2017/18 session.
Teacher responsible: Dr Angus Wrenn TW3.6.0.1a
Pre-requisites: For PhD students who are embarking on writing their thesis and who are writing in a second or third language
Course content: Course aims to develop an appropriate written style for thesis writing. By the end of this course, students will have (a) explored and clarified style in academic texts (b) developed their own written fluency, accuracy and style
Teaching: 8 hours of classes in the MT. 8 hours of classes in the LT. 4 hours of classes in the ST.

LN989
Examination Writing Skills

This information is for the 2017/18 session.
Teacher responsible: Language Centre EAP Staff
Pre-requisites: For students who have received Academic Writing Departmental specific support in the Michaelmas and Lent Terms and who wish to receive continued support for exam writing.
Course content: By the end of this course, students will have developed their own written fluency, accuracy and style for examination purposes.
Teaching: 2 hours of classes in the ST.

LN991
Academic Writing Skills

This information is for the 2017/18 session.
Teacher responsible: Mr Michael Beaney 20KSW.G.09
Pre-requisites: For students from the departments of Economic History, European Institute, Government, International History, International Relations, Institute of Public Affairs and Marshall Institute who speak English as a foreign language and require support when writing essays, exams and dissertations.
Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical and grammatical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.
Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

LN992
Academic Writing

This information is for the 2017/18 session.
Teacher responsible: Mr Michael Mcgarvey TW3.6.0.1c
Pre-requisites: For students from the department of Law who speak English as a foreign language and require support when writing coursework essays, exam essays or dissertations.
Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical and grammatical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.
Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

LN993
Academic Writing Skills

This information is for the 2017/18 session.
Teacher responsible: Mr Christopher Sciberras TW3.6.0.1g
Pre-requisites: For students from the departments of Accounting, Economics, Finance, Mathematics and Statistics who speak English as a foreign language and require support with academic writing including coursework, exams and dissertations.
Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.
Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

LN994
Academic Writing Skills

This information is for the 2017/18 session.
Teacher responsible: Mr James Pavitt TW3.6.0.1g
Pre-requisites: For students from the departments of Media & Communications and Psychological and Behavioural Science who speak English as a foreign language and require support with academic writing including coursework essays, exams and dissertations.
Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing in English (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical and grammatical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.
Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

LN995
Academic Writing Skills

This information is for the 2017/18 session.
Teacher responsible: Mr Simon Roberts TW3.6.0.1j
Pre-requisites: For students from the departments of Geography & Environment, International Development and Philosophy, Logic & Scientific Method who speak English as a foreign language and require support with academic writing including coursework, exams and dissertations.
Course content: By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical and grammatical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.
Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

LN996
Academic Writing Skills

This information is for the 2017/18 session.
Teacher responsible: Ms Sarah Taylor TW3.6.0.1g
Pre-requisites: For students from the departments of Anthropology, Gender Studies, Social Policy, Health Policy and Sociology who speak English as a foreign language and require support with academic writing including coursework, exams and dissertations.
Course content: The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.
Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

LN997
Academic Writing Skills

This information is for the 2017/18 session.
Teacher responsible: Mr Andrew Mitchell 20KSW.G.10
Pre-requisites: For students from the department of Management who speak English as a foreign language and require support with academic writing including coursework, exams and dissertations.
Course content: The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English (c) have practised clear organisation of texts and appropriate paragraphing (d) have extended their range of lexical expression (e) be able to evaluate their own writing (f) be able to write more fluently and confidently.
Teaching: 9 hours of classes in the MT. 9 hours of classes in the LT.

Teaching and Learning Centre Courses

Teaching and Learning Centre Courses

Key to MRes/PhD Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 17/18) means not available in the 2017/18 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

Undergraduate Learning Development Programme

This information is for the 2017/18 session.

Teacher responsible: Teaching and Learning Centre staff

Availability: All LSE academic and research staff are welcome and all events are free of charge, but booking for each event is required.

Pre-requisites: For some events, participants are requested to bring along current work and/or be prepared to participate actively.

Course content: This year-long series of interdisciplinary workshops is designed for academic and research staff who are keen to pursue professional development and enhance the impact of their teaching and research. Workshop subjects include:
- Understanding student learning: theory and practice;
- The core elements of good course design;
- Lecturing at LSE: new ideas and approaches;
- Research methods: teaching practice and exchange;
- Using the voice to engage and inspire.

Teaching: All events follow the dates of the LSE teaching year. Further details, and links to booking pages, can be found on the Atlas https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/TLC-events-and-workshops/Atlas page.

Assessment: There is no formal assessment for this course.

TC501 2.0 Units
Postgraduate Certificate in Higher Education Part 1 (Associate Level)

This information is for the 2017/18 session.

Teacher responsible: Dr Colleen McKenna

Pre-requisites: Participants are required to be teaching for a minimum of 20 hours during the academic year in which they are enrolled.

Course content: This is a course tailored for those working as GTAs at LSE. Its purpose is to develop participants' confidence in leading classes and seminars and assessing student work. The course also enables participants to reflect on their teaching and to explore diverse ways of gathering feedback from peers and students. Additionally, participants have the opportunity to reflect on broader issues and developments in the HE sector.
The programme comprises 3 modules, selected from the following:
- small group teaching (compulsory)
- student learning
- evaluating teaching
- assessment and feedback
- contemporary issues in Higher Education
- signature pedagogies

Participants will develop a portfolio of written tasks and reflections; all formative and summative assignments will be incorporated into the portfolio which is submitted at the end of the programme.
Successful participants will be awarded the Postgraduate Certificate in Higher Education - Associate level and are eligible for Associate Fellowship of the Higher Education Academy (HEA).

Teaching: 12 hours of workshops in the MT. 12 hours of workshops in the LT. 2 hours of workshops in the ST.
Please note that the exact breakdown of hours per term depends upon module selection.
Teaching for this course will take the form of 2-hour, interactive workshops. Moodle will also be used as a learning environment.

Formative coursework: Students will be expected to produce 1-2 pieces of coursework per module.
There are formative feedback points for each of the summative assignments.
Additionally, there are formative reflections at both the start and finish of the programme. These formative reflections, combined with the coversheets on the 3 summative essays, make up the learning log element of the course and contribute to the final portfolio submission. Throughout the formative texts are designed to encourage a reflexive approach to academic practice.

Indicative reading: Ashwin, P. (2015) Reflective teaching in higher education. London: Bloomsbury. Berk, R. (2005) Survey of 12 strategies to measure teaching effectiveness. International journal of teaching and learning in higher education. 17 (1) 48-62. Biggs, J. & Tang, C. (2011) Teaching for quality learning at university. Maidenhead: McGraw Hill Open University Press. Carless, D. (2015) Excellence in university assessment. London: Routledge. Carlisle, O. & Jordan, A. (2005) 'It works in practice but will it work in theory? The theoretical underpinnings of pedagogy' in Emerging issues in the practice of university learning and teaching. Dublin: AISHE. Case, J. (2008) Alienation and engagement: development of an alternative theoretical framework for understanding student learning. Higher education 55 (3) 321–332. Donnelly, R. (2007) Perceived impact of peer observation of teaching in higher education. International journal of teaching and learning in higher education. 19(2) 117-129. Gibbs, G. & Habeshaw. T. (1992) Preparing to teach: an introduction to effective teaching in higher education. Technical and Educational Services, Ltd. Jones, A. (2009) Redisciplining generic attributes: the disciplinary context in focus. Studies in higher education. 34 (1) 85-100. Macfarlane, B. (2004) Teaching with integrity: the ethics of higher education practice. London: Routledge

Assessment:
Assessment path 1
Essay (34%, 2500 words) in January.
Essay (33%, 2500 words) in the LT.
Essay (33%, 2500 words) in the LT and ST.
Assessment path 2
Coursework (34%) in January.
Essay (33%, 2500 words) in the LT.
Essay (33%, 2500 words) in the LT and ST.
This course is assessed entirely by coursework - formative and summative. There are no exams.
All assignments are assessed on a Complete/Not Yet Complete basis, and all assessments are viewed as developmental opportunities. Participants are offered detailed feedback for all assignments and, where appropriate, they have the option of developing assignments further based on feedback from the teaching team.
The assignments include both essay-style written texts and reflective pieces. Additionally, there are some opportunities for choice within the assessment diet. For example, for module 1, participants can select either a reflective task plus a poster OR a 2500 written assignment.
Depending on module selection, participants may also undertake an annotated bibliography, bog posts and podcasts.

TC502 2.0 Units
Postgraduate Certificate in Higher Education Part 2 (Full Level)

This information is for the 2017/18 session.
Teacher responsible: Dr Colleen McKenna
Pre-requisites: Participants are required to have completed either the Postgraduate Certificate in Higher Education for Part 1 (Associate Level) or the Postgraduate Certificate in Higher Education for Career Track before enrolling on the Postgraduate Certificate in Higher Education Part 2 (Full Level).
Course content: This course builds upon the Postgraduate Certificate in Higher Education (Part 1) and offers participants an opportunity to explore and critique assessment and feedback practices and to design (or re-design) a course in their discipline drawing on principles of constructive alignment among other pedagogical approaches.
The programme comprises 2 modules from the following choices:
• course design (compulsory for those entering the programme from the TC501, GTA pathway)
• assessment and feedback
• contemporary issues in Higher Education
• signature pedagogies
Participants who have already completed the course design module on the PGCertHE (Career Track TC503) can also select an optional, enquiry-based module.
Successful participants will be awarded the Postgraduate Certificate in Higher Education - Full level and are eligible for full fellowship of the Higher Education Academy (HEA).
Teaching: 10 hours of workshops in the MT. 10 hours of workshops in the LT. 2 hours of workshops in the ST.
Please note that the exact breakdown of hours per term depends upon module selection.
Teaching for this course will take the form of interactive workshops. The majority of these will be 2 hours long; however, there will be a full day workshop on course design in Lent Term. Moodle will also be used as a learning environment.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT, 1 piece of coursework in the ST and 1 presentation in the LT or ST.
There are formative feedback points for each of the summative assignments.
Additionally, there are formative reflections at both the start and finish of the programme. These formative reflections, combined with the coversheets on the 2 summative essays, make up the learning log element of the course and contribute to the final portfolio submission. Throughout the formative pieces are designed to encourage a reflexive approach to academic practice.
Indicative reading: Ashwin, P. (2015) Reflective teaching in higher education. London: Bloomsbury. Biggs, J (1996) 'Enhancing teaching through constructive alignment'. Higher education. 32 (3) 347-364. Carless, D. (2015) Excellence in university assessment. London: Routledge. Healey, M., & Jenkins, A. (2006) Strengthening the teaching - research linkage in undergraduate courses and programs. New directions for teaching and learning. (107) 43-53. Hughes, G (2013) Ipsative assessment: motivation through marking. London: Palgrave Macmillan. Laurillard, D., (2002) Designing teaching materials in Laurillard, D., Rethinking university teaching: a framework for the effective use of learning technologies. London: Routledge. Merry, S., Price, M., Carless, D. & Taras, M. (2013) Reconceptualising feedback in higher education: developing dialogue with students. London: Routledge. Nicol, D. & Macfarlane Dick, D. (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, Studies in Higher Education, 31 (2) 199-218. Rust, C. (2007). Towards a scholarship of assessment. Assessment & evaluation in higher education, 32 (2) 229-237. Wilson, M. & Scalise, K. (2006) Higher education. 52: 635 - 663.
Assessment:
Assessment path 1
Essay (50%, 2500 words) in January.
Essay (50%, 2500 words) in the ST.
Assessment path 2
Project (50%, 2500 words) in January.
Essay (50%, 2500 words) in the ST.
This course is assessed entirely by coursework - formative and summative. There are no exams.
All assignments are marked on a Complete/Not Yet Complete basis and all assessments are viewed as developmental opportunities. Participants are offered detailed feedback on all work and, where appropriate, they have the option of developing assignments further based on feedback from the teaching team and peers.
The assignments include both essay-style written texts and reflective pieces. Additionally, there are some opportunities for choice within the assessment diet. For example, the module on assessment and feedback, participants can select to do either a group project OR a 2500 word written assignment.
Depending on module selection, participants may also undertake an annotated bibliography, blogposts and podcasts.

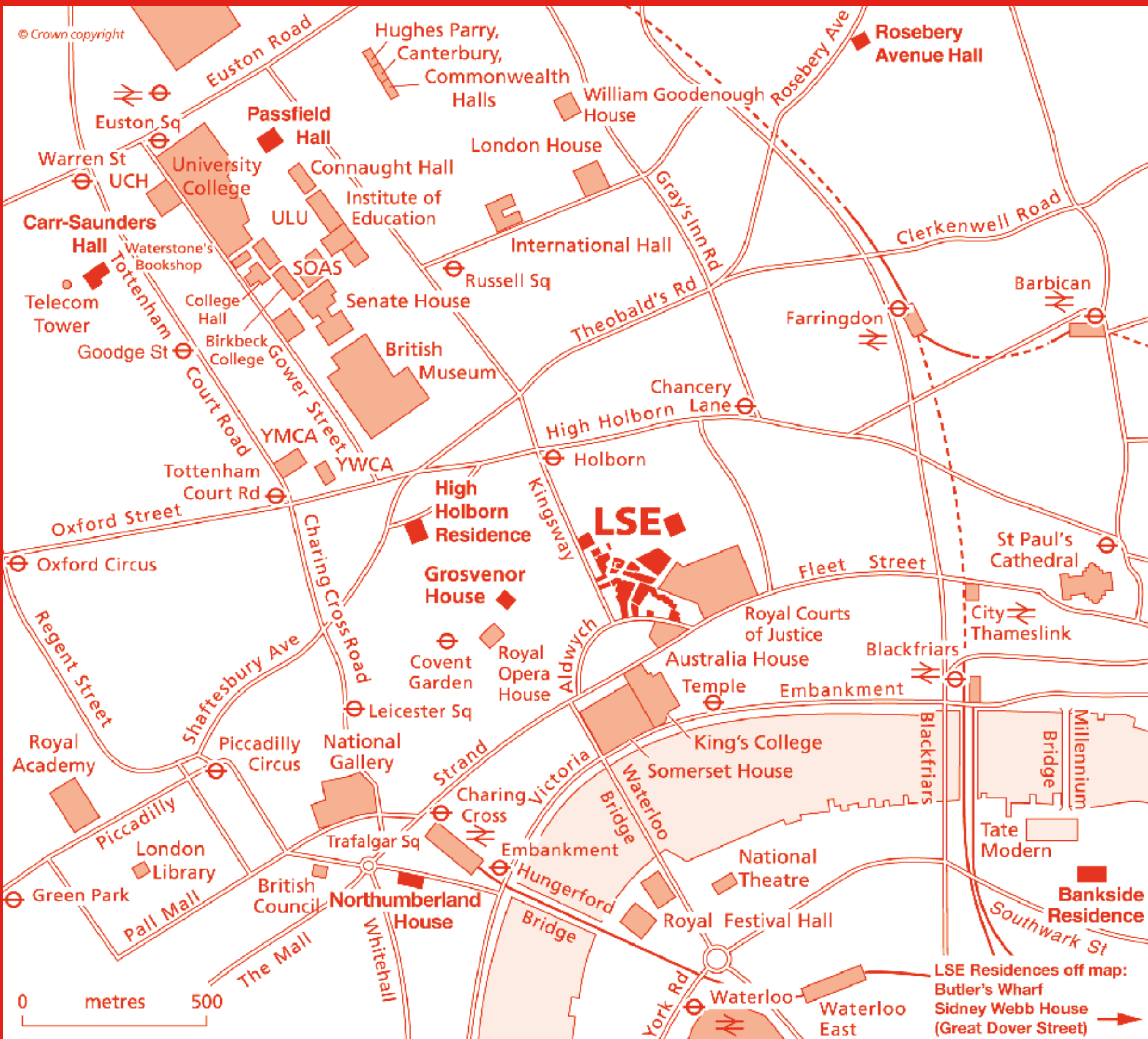
TC503 2.0 Units
Postgraduate Certificate in Higher Education Career Track

This information is for the 2017/18 session.
Teacher responsible: Dr Claire Gordon
Availability: New career track members of faculty with fewer than three years' teaching experience in higher education and who do not hold an equivalent teacher development qualification have been required since 2009 to complete the Postgraduate Certificate in Higher Education before passing Interim Review. Faculty members with teaching responsibilities who have completed their PhD and have at least two to three years' teaching experience may also take this programme.
Pre-requisites: Participants will be career track academics at LSE - generally assistant professors, assistant professorial lecturers, fellows and research officers. They should have teaching responsibilities in the year that they will be taking the PGCertHE.
Course content: This practice-based programme is tailored for academics teaching at LSE. It is designed to develop participants' confidence in leading lectures, classes and seminars and in assessing student work. The programme also enables participants to reflect on their teaching and to explore diverse ways of gathering feedback on their practice from peers and students. The programme culminates in a course design project.
The programme comprises 3 modules, selected from the following:
• teaching in our disciplines (compulsory)
• course design (compulsory)
• student learning
• evaluating teaching
• assessment and feedback
• contemporary issues in Higher Education
• signature pedagogies
The programme is assessed by a portfolio of coursework including
• a set of short written tasks on disciplinary teaching and student learning;
• a short project on evaluating teaching;
• the design of a new course;
• two teaching observations;
• a reflective learning log.
Additionally, depending on module selection, participants may also undertake an annotated bibliography, blog posts and/or group project.
Participants are strongly encouraged to draw on their previous teaching experience both during discussions and in their assignments and to consider how this informs their practice at LSE.
Successful participants will be awarded the Postgraduate Certificate in Higher Education - and are eligible for fellowship of the Higher Education Academy (HEA).
Teaching: 6 hours of workshops in the MT. 7 hours and 30 minutes of workshops in the LT. 6 hours of workshops in the ST.

Teaching for this course will take the form of interactive workshops. Moodle will also be used as a learning environment. Additionally, participants have the opportunity to attend regular workshops offered as part of LSE's Atlas, which explore different aspects of teaching and learning linked to assignments.
Formative coursework: Students will be expected to produce 1 piece of coursework in the MT, 1 piece of coursework in the LT, 1 piece of coursework in the ST and 1 presentation in the LT or ST.
There are formative feedback points for each of the summative assignments.
Additionally, there are formative reflections at both the start and finish of the programme. These formative reflections, combined with the coversheets on the summative essays, make up the learning log element of the course and contribute to the final portfolio submission. Finally, participants present their course design work and receive formative feedback from both members of the PGCertHE teaching team and peers.
Throughout, the formative pieces are designed to encourage a reflexive approach to academic practice.
Indicative reading: Ashwin, P. (2015) Reflective teaching in higher education. London: Bloomsbury. Berk, R. (2005) Survey of 12 strategies to measure teaching effectiveness. International journal of teaching and learning in higher education. 17 (1) 48-62. Biggs, J (1996) Enhancing teaching through constructive alignment. Higher education 32 (3) 347-364. Biggs, J. & Tang, C. (2011) Teaching for quality learning at university. Maidenhead: McGraw Hill Open University Press. Carless, D. (2015) Excellence in university assessment. London: Routledge. Carlisle, O. & Jordan, A. (2005) It works in practice but will it work in theory? The theoretical underpinnings of pedagogy in Emerging issues in the practice of university learning and teaching. Dublin: AISHE. Case, J. (2008) Alienation and engagement: development of an alternative theoretical framework for understanding student learning. Higher education 55 (3) 321–332. Healey, M., & Jenkins, A. (2006) Strengthening the teaching-research linkage in undergraduate courses and programs. New directions for teaching and learning, (107) 43-53. Hounsell, D. & Anderson, C. (2005) Ways of thinking and practising in biology and history: disciplinary aspects of teaching and learning environments. Higher education colloquium. Edinburgh. Meyer, J. & Land, R. (2003) Threshold concepts and troublesome knowledge: linkages to ways of thinking and practising within the disciplines. Occasional report 4: ETL project. Edinburgh.
Assessment:
Coursework (34%, 2300 words) in January.
Project (33%, 2000 words) in the LT.
Essay (33%, 2000 words) in the ST.
This course is assessed entirely by coursework - formative and summative. There are no exams.
All assignments are marked on a Complete/Not Yet Complete basis and all assessment are viewed as developmental opportunities. Participants are offered detailed feedback on all work and, where appropriate, they have the option of developing assignments further based of feedback from the teaching team and peers (Course design module).
The assignments include both essay-style written texts and reflective pieces.

Disclaimer

Every effort has been made to ensure that the information in the Calendar is correct and up-to-date at the time of publication (September 2017). Circumstances may change subsequent to publication. The online version of the Calendar, which will be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.



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Kingsway
LSE
Oxford Street
Oxford Circus
Charing Cross Road
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